



Office of Teaching and Learning

2026 ELA Louisiana Student Standards Review: 3-8 ELA Intensive Intervention

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 2027-2028 school year. As part of the Louisiana Department of Education'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: Lexia Core5 Reading

Grade: 3-5

Publisher: Lexia Learning Systems LLC

Copyright: 2018

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 2026 Louisiana Student Standards Revision:

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

This review **remains a Tier 1 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 this information when selecting and using 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
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).	This program is currently reviewed as “Yes” for this criterion because the materials provide systematic and explicit phonological awareness instruction that progresses in complexity across levels. Students engage in activities focused on rhyming, blending, segmenting, and manipulating syllables and phonemes, beginning with basic sound awareness and advancing to syllable division. Instruction consistently incorporates interactive phonological awareness activities involving manipulating initial, medial, and final sounds in spoken words. Phonological awareness skills are reinforced throughout the program’s lessons and levels.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
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.	This program is currently reviewed as “Yes” for this criterion because the materials provide systematic and explicit phonics instruction that progresses from foundational letter-sound correspondence to decoding and encoding increasingly complex words and text. Students engage in repeated opportunities to hear, say, read, and write sound-spelling patterns through activities focused on consonants, vowels, syllable types, silent-e patterns, vowel	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

	teams, multisyllabic words, and spelling rules. Instruction consistently reinforces phonemic awareness and applies phonics knowledge to reading words, phrases, sentences, and connected text, providing students with a strong foundation in decoding skills.		
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	This program is currently reviewed as “Yes” for this criterion because the materials provide systematic, explicit, and frequent practice with foundational reading skills through decodable readers, digital activities, and connected text practice. Students apply phonics patterns and word analysis skills learned in the program through embedded decodable texts and Skill Builder lessons that reinforce decoding and comprehension.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.
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	This program is currently reviewed as “Yes” for this criterion because the materials provide varied and frequent opportunities for students to develop reading fluency with accuracy, automaticity, rate, and expression. Fluency instruction is supported through sight word practice, timed reading tasks, maze passages, and fluency passages aligned to lessons and individual student needs. Students practice reading increasingly complex words, phrases, and	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

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	passages through independent, partner, and small-group activities, while fluency measures track both accuracy and reading rate to ensure meaningful and supported progression.		
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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
5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.	This program is currently reviewed as “Yes” for this criterion because the materials provide explicit vocabulary instruction and practice focused on word-learning strategies, including prefixes, roots, suffixes, and Greek and Latin morphemes. Students engage in activities that develop vocabulary through word analysis, deductive reasoning, sorting, matching, and contextual application. The program also includes supplemental resources such as flashcards, graphic organizers, and vocabulary supports that promote oral language development, academic discussion, and language acquisition, particularly for English Learners.	Aligns	Materials align with the Reading: Foundational Skills strand of the 2026 K-12 Louisiana Student Standards for English Language Arts.

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 Core5 Reading**

Grades: **3-5**

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	The materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Program diagnostic and progress	✓ Does not use three-cueing ✓ Does not use visual memory	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

phonological awareness, phonics, and fluency. 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.	monitoring tools are used to determine student placement within materials and to inform instruction. Regular and systematic assessment opportunities are offered that measure student progress using methods that are unbiased and accessible to all students. Lexia's Assessment Without Testing® technology gathers performance data without stopping the flow of instruction to administer a test. The assessments embedded within the digital lessons provide teachers and administrators with real-time reports on individual student progress, as well as student-specific action plans to provide intervention and improve performance on year-end assessments. Auto Placement begins automatically the first time a student logs into the program. Auto Placement uses content from Core5 word recognition (phonological awareness/phonics/structural analysis) and comprehension (vocabulary/comprehension) activities. Students begin Auto Placement based on their assigned grade in myLexia. At each level, the student completes a unit from two different activities. Each activity has 6 to 20 units. A unit may address a specific sub-skill of the reading skill addressed in the activity. Units increase in difficulty	✓ Does not use MSV ▾	
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	and/or complexity as the student works through each activity. To pace a student through a level, the first half of all activities must be completed before the second half is unlocked. In some activities, the second half of units presents a different skill and/or task. This pacing helps ensure that students spend time in all activities before completing a level.		
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?
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.	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. Phonics activities in Core5 Reading begin with building letter-sound correspondence knowledge and progress to include activities that require the application of this knowledge to decoding isolated words, as well as decodable phrases, sentences, and paragraphs. Initial phonics activities begin with identification of letter symbols and the alphabetic sequence. Students are then introduced	✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

	to the relationship between sounds and letters for consonants and vowels as they match letters to the sounds in pictured words. This letter sound knowledge is quickly applied to written words in tasks that require the analysis of initial and final consonants, as well as medial vowels. These letter sound activities reinforce phonemic awareness. For example, Level 2, A Day at the Beach, Letter Names, prompts the students to recognize letter names for upper and lower case letters and demonstrate knowledge of alphabetic sequence. Another example is observed in Level 7, The African Serengeti. Students use their knowledge of the silent -e pattern sorting words based on their silent -e ending (ex. cap, cape, tap, tape.) Students then learn to recognize letter patterns as they identify open, closed, and silent -e syllables in one syllable words. In Level 1, A Picnic in the Woods, rhyming is recognized through spoken language. This gradually progresses through the levels in difficulty, and by Level 6, A Day in Paris, Building Words, the students map sounds to letters in single -syllable words, as well as distinguish long from short vowel sounds in spoken single -syllable words. In the lesson, the program orally says a word, and then students drag the letters		
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	to spell the word. In subsequent activities, they learn to combine syllables to construct and read two -syllable words. They also learn to apply phonics word - attack strategies to read decodable phrases and sentences. Phonics review activities are included that ensure transition to lessons in the structural analysis area of instruction: consonant sounds, short vowel sounds, beginning sounds and letters, medial vowels, silent-e recognition, silent-e construction, long vowel teams, two syllable words, multisyllable words, and spelling rules. The program provides explicit instruction that engages students and provides a solid foundation in phonics.		
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.	The materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need. When students are placed into levels based on their placement assessment, opportunities are presented to practice and master high-frequency and/or irregular words. For example, in Level 10, An English Garden, students are asked to demonstrate automatic recognition of regular and irregular high-frequency sight words. The automaticity warm-up includes a review of vowel combinations and sight words. In Sight Words 5, Part 1,	✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

	students focus on recognition, construction, phrases, and automaticity using the following words: “full,” “try,” “own,” “done,” “laugh,” “light,” “hurt,” “grow,” “seven,” and “want.” In Part 2, they focus on recognition, construction, phrases, and automaticity using the words “people,” “only,” “watch,” “eight,” “warm,” “today,” “purple,” “about,” “wait,” and “their.” The materials provide repeated opportunities for students to master high-frequency and irregular words throughout the levels. In Level 5, The Scottish Cliffs, students are asked to find the high-frequency/irregular words they hear from a group of words displayed on the screen. Lesson 13, The Indian Rainforest, focuses on irregular plurals and Latin suffixes during their automaticity warm up lesson. Lesson 14, The Japanese Garden, focuses on demonstrating automatic recognition of regular and irregular high-frequency sight words. In this lesson, students are still asked to find the high-frequency/irregular words but engage in a more complex activity. The words are hidden in a series of letters, like a word search, and students must identify them by placing a box over the irregularly spelled words. The materials provide extensive opportunities for students to master		
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	high-frequency words and irregular words throughout all 21 lessons.		
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.	Resources and 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. Students are introduced to phonics patterns and word analysis strategies as they work through online activities in Core5. Information about student progress can be viewed in myLexia. When students complete online activities in Core5, they are then directed to use decodable readers as an opportunity to apply learned patterns. Decodable readers are embedded within both the digital lessons and the Lexia Skill Builder lessons located in the Support for Instruction section of the Core5 Resources Hub. The use of the decodable readers increases student exposure to leveled texts to promote critical analysis and the development of reading comprehension skills. The passages mirror those presented in the Core5 online program and can be used to reinforce and build upon the online learning. The program uses a multitude of passages that include (I) - Informational	✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

	Text, (N) - Narrative Text, (P) - Poetry, (F) - Fable, Folktale, or Myth. Each passage is identified by using a letter to code the type of passage. Each passage is also assigned a Lexile Range to provide teachers and students information on the complexity of the passage meeting each student's individualized reading ability. Another example of opportunities for decoding is provided by the Core5 MAZE task. In a MAZE task, the student reads a passage that displays in two parts with ten total missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.		
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.	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. Fluency activities culminate at the paragraph level through timed silent reading of narrative and expository text that follows a maze format. These silent reading activities are designed to increase the speed of processing while maintaining a focus on meaning. For example, in Level 6, A Day in Paris, Sight Words 3, students identify	✓ Does not use three-cueing ▾ ✓ Does not use visual memory ▾ ✓ Does not use MSV ▾	Materials meet the requirements of Act 517 and remain a Tier 1 rating.

	and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words. In the passage fluency activities, Lexia uses a maze task where students time themselves as they silently read a passage and choose words to complete the text, ensuring that they are monitoring for meaning. These passages are used to reinforce and extend skills acquired during online Core5 lessons. Progression through the activities are based on both accuracy and rate. In Level 9, the Egyptian Dessert, Sight Words 4 students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words. The program continues to build fluency in the higher levels by introducing students to reading full passages. For example, Level 12, A Russian Circus, Passage Comprehension 1, students silently read passages and fill in missing words in close read passages during a timed task. The program provides students with ample opportunities to practice fluency with both irregular and regular words. In addition, the Lexia Fluency Passage Packs are aligned to lessons used in Core5 and are used to		
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	practice reading fluency with accuracy, automaticity, and prosody. Passages are formatted with additional line spacing allowing the teacher the opportunity to record words read aloud, accuracy, and rate. Students also have the opportunity to practice reading skills by reading fluency passages within the Lexia Skill Builder Lessons. The Lexia Skill Builder Library provides fluency passages by grade, program level, and specific skill areas needed for individual students. The passages may be read independently, with a partner, or in small reading groups. For example, the Grade 4 Activity 17: Passage Fluency 5, has several fluency passages, such as Voyage to Mars and Animal Groups.		
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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 Core5 Reading**

Grade: **3-5**

Publisher: **Lexia Learning Systems**

Copyright: **2018**

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

Tier I, Tier II, Tier III 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	

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.			
Non-negotiable 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. ☒ Yes ☐ No	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.	Yes	Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. At each level of the program, the student completes a unit from two different activities. If students demonstrate proficiency in both units, they advance to activities in higher levels. If students do not demonstrate proficiency in either unit, they are moved to a more intensive level. Instructional materials and resources are included to ensure all students receive personalized and comprehensive instruction and practice in all skill areas. Lexia Lessons, Lexia Skill Builders, and Lexia Connections are designed to be used in conjunction with online learning activities. The Scope and Sequence encompasses twenty-one lessons that are grouped based on students' skill deficits. The Core5 Auto Placement groups students based on those skills, and then the assessments provide small group instruction based on those skill deficits. Students who

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			demonstrate mastery can quickly move through units and onto more advanced skills. Data is used to prescribe the number of minutes students needed to spend in the program each week, including the number of minutes in each of the instructional strands. The program provides an individualized plan for each student with extensive data unique to each student which allows for systematic and explicit instruction. The data also drives offline instruction and remediation. The amount of intervention time a student needs per week is based on the assessments, ranges from 20–80 minutes per week, and includes teacher-led and independent paper-pencil activities that can be accessed from the teacher guide and through the resources hub.
	Required 1b) Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. - 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	The materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Program diagnostic and progress monitoring tools are used to determine student placement within materials and to inform instruction. Regular and systematic assessment opportunities are offered that measure student progress using methods that are unbiased and accessible to all students. Lexia’s Assessment Without Testing® technology gathers performance data without

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			stopping the flow of instruction to administer a test. The assessments embedded within the digital lessons provide teachers and administrators with real-time reports on individual student progress, as well as student-specific action plans to provide intervention and improve performance on year-end assessments. Auto Placement begins automatically the first time a student logs into the program. Auto Placement uses content from Core5 word recognition (phonological awareness/phonics/structural analysis) and comprehension (vocabulary/comprehension) activities. Students begin Auto Placement based on their assigned grade in myLexia. At each level, the student completes a unit from two different activities. Each activity has 6 to 20 units. A unit may address a specific sub-skill of the reading skill addressed in the activity. Units increase in difficulty and/or complexity as the student works through each activity. To pace a student through a level, the first half of all activities must be completed before the second half is unlocked. In some activities, the second half of units presents a different skill and/or task. This pacing helps ensure that students spend time in all activities before completing a level.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Non-negotiable 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. ☒ Yes ☐ No	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).	Yes	The 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). Phonological awareness activities in Core5 Reading include identifying, segmenting, blending, and manipulating syllables and sounds in words. Students develop phonological awareness in Core5 Reading through picture matching activities that emphasize recognition of rhyming words and the ability to blend syllables in spoken words. They also learn to segment spoken words by identifying the number of syllables they hear. Blending and segmenting activities begin with compound words and progress to three-syllable words. For example, Unit 1, Level 4, Amazon Rainforest, addresses phonological awareness through ending sounds, short vowel sounds, beginning sounds, combining adjectives, and sequencing. Another example is noted on Level 12, A Russian Circus, as students develop a use of irregular plurals, verbs, latin prefixes, similes, and metaphors. Phonological Awareness activities found in Levels 1-5 include rhyming, blending and segmenting words, beginning/ending sounds, short and long vowels, and beginning sound manipulations. These progress through Level 12, where the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students learn and use rules for syllable division and spelling generalizations. Lastly, Level 8, South Pole, Super Sort, addresses phonological awareness by having students sort words into boxes based on silent-e while being timed. The program consistently addresses phonological awareness throughout all 21 lessons.
	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.	Yes	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. Phonics activities in Core5 Reading begin with building letter-sound correspondence knowledge and progress to include activities that require the application of this knowledge to decoding isolated words, as well as decodable phrases, sentences, and paragraphs. Initial phonics activities begin with identification of letter symbols and the alphabetic sequence. Students are then introduced to the relationship between sounds and letters for consonants and vowels as they match letters to the sounds in pictured words. This letter-sound knowledge is quickly applied to written words in tasks that require the analysis of initial and final consonants, as well as medial vowels. These letter-sound activities reinforce phonemic

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			awareness. For example, Level 2, A Day at the Beach, Letter Names, prompts the students to recognize letter names for upper and lower case letters and demonstrate knowledge of alphabetic sequence. Another example is observed in Level 7, The African Serengeti. Students use their knowledge of the silent-e pattern sorting words based on their silent-e ending (ex. cap, cape, tap, tape.) Students then learn to recognize letter patterns as they identify open, closed, and silent-e syllables in one syllable words. In Level 1, A Picnic in the Woods, rhyming is recognized through spoken language. This gradually progresses through the levels in difficulty, and by Level 6, A Day in Paris, Building Words, the students map sounds to letters in single-syllable words, as well as distinguish long from short vowel sounds in spoken single-syllable words. In the lesson, the program orally says a word, and then students drag the letters to spell the word. In subsequent activities, they learn to combine syllables to construct and read two-syllable words. They also learn to apply phonics word-attack strategies to read decodable phrases and sentences. Phonics review activities are included that ensure transition to lessons in the structural analysis area of instruction: consonant sounds, short vowel sounds, beginning

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			sounds and letters, medial vowels, silent-e recognition, silent-e construction, long vowel teams, two syllable words, multi-syllable words, and spelling rules. The program provides explicit instruction that engages students and provides a solid foundation in phonics.
	Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency irregular words both in and out of context based on student need.	Yes	The materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need. When students are placed into levels based on their placement assessment, opportunities are presented to practice and master high-frequency and/or irregular words. For example, in Level 10, An English Garden, students are asked to demonstrate automatic recognition of regular and irregular high-frequency sight words. The automaticity warm-up includes a review of vowel combinations and sight words. In Sight Words 5, Part 1, students focus on recognition, construction, phrases, and automaticity using the following words: “full,” “try,” “own,” “done,” “laugh,” “light,” “hurt,” “grow,” “seven,” and “want.” In Part 2, they focus on recognition, construction, phrases, and automaticity using the words “people,” “only,” “watch,” “eight,” “warm,” “today,” “purple,” “about,” “wait,” and “their.” The materials provide repeated opportunities for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students to master high-frequency and irregular words throughout the levels. In Level 5, The Scottish Cliffs, students are asked to find the high-frequency/irregular words they hear from a group of words displayed on the screen. Lesson 13, The Indian Rainforest, focuses on irregular plurals and Latin suffixes during their automaticity warm-up lesson. Lesson 14, The Japanese Garden, focuses on demonstrating automatic recognition of regular and irregular high-frequency sight words. In this lesson, students are still asked to find the high-frequency/irregular words but engage in a more complex activity. The words are hidden in a series of letters, like a word search, and students must identify them by placing a box over the irregularly spelled words. The materials provide extensive opportunities for students to master high-frequency words and irregular words throughout all 21 lessons.
	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.	Yes	Resources and 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. Students are introduced to phonics patterns and word analysis strategies as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			they work through online activities in Core5. Information about student progress can be viewed in myLexia. When students complete online activities in Core5, they are then directed to use decodable readers as an opportunity to apply learned patterns. Decodable readers are embedded within both the digital lessons and the Lexia Skill Builder lessons located in the Support for Instruction section of the Core5 Resources Hub. The use of the decodable readers increases student exposure to leveled texts to promote critical analysis and the development of reading comprehension skills. The passages mirror those presented in the Core5 online program and can be used to reinforce and build upon the online learning. The program uses a multitude of passages that include (I) - Informational Text, (N) - Narrative Text, (P) - Poetry, (F) - Fable, Folktale, or Myth. Each passage is identified by using a letter to code the type of passage. Each passage is also assigned a Lexile Range to provide teachers and students information on the complexity of the passage meeting each student's individualized reading ability. Another example of opportunities for decoding is provided by the Core5 MAZE task. In a MAZE task, the student reads a passage that displays in two parts with ten total

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			missing words. For each part, the student selects five missing words in one minute. The student's accuracy and rate in the task are measured.
	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.	Yes	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. Fluency activities culminate at the paragraph level through timed silent reading of narrative and expository text that follows a maze format. These silent reading activities are designed to increase the speed of processing while maintaining a focus on meaning. For example, in Level 6, A Day in Paris, Sight Words 3, students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words. In the passage fluency activities, Lexia uses a maze task where students time themselves as they silently read a passage and choose words to complete the text, ensuring that they are monitoring for meaning. These passages are used to reinforce and extend skills acquired during online Core5 lessons. Progression through the activities are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			based on both accuracy and rate. In Level 9, the Egyptian Dessert, Sight Words 4 students identify and construct dictated sight words in isolation, complete dictated phrases or sentences with sight words, and quickly identify dictated sight words. The program continues to build fluency in the higher levels by introducing students to reading full passages. For example, Level 12, A Russian Circus, Passage Comprehension 1, students silently read passages and fill in missing words in close read passages during a timed task. The program provides students with ample opportunities to practice fluency with both irregular and regular words. In addition, the Lexia Fluency Passage Packs are aligned to lessons used in Core5 and are used to practice reading fluency with accuracy, automaticity, and prosody. Passages are formatted with additional line spacing allowing the teacher the opportunity to record words read aloud, accuracy, and rate. Students also have the opportunity to practice reading skills by reading fluency passages within the Lexia Skill Builder Lessons. The Lexia Skill Builder Library provides fluency passages by grade, program level, and specific skill areas needed for individual students. The passages may be read independently, with a partner, or in small reading groups. For example, the Grade 4,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Activity 17: Passage Fluency 5, has several fluency passages, such as Voyage to Mars and Animal Groups.
Non-negotiable 3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. ☒ Yes ☐ No	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).	Yes	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). As outlined in the Core5 Professional Learning Guide, there is clear guidance on usage. For example, “20 minutes per week for Pre-K, 60 minutes per week for K-Grade 3, and 80 minutes per week for grades 4-5.” The program also provides class action plans which highlight next steps based on data collected, such as “The Struggling tab lists the students who have branched to the Instruction Step of Core5 at least twice and may need teacher support offline.” In addition to the information provided on the website, teachers are also provided a Resource Hub. The Resource Hub contains teacher-led instructional resources, as well as professional development and product training. The digital platform automatically provides a Prescription of Intensity. This prescription provides

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			weekly usage targets for each student and indicates the amount of time each week that a student needs to work in the program in order to meet his/her grade-level end-of-year benchmark. Within each unit, a student must demonstrate proficiency in order to progress. When an error is made, the program provides scaffolded support and instruction on that specific skill or task. This explicit instruction is only provided when a student struggles with a particular skill. Students who demonstrate mastery can quickly move through units and onto more advanced skills. This three-step instructional branching ensures individualized learning and instruction for every student. If the student branches to the Instruction Step more than once, the apple in the lower-left side of the screen turns red. The student is flagged as needing instruction in myLexia, and a specific and explicit Lexia Lesson is recommended as an extension of the Instruction Step. The teacher manual provides extensive guidance that connects each lesson with the skills being taught and guides the teacher on any additional steps needed for further invention.
	Required 3b) Materials support a high level of student and teacher interaction. Where applicable, materials include teacher	Yes	Materials support a high level of student and teacher interaction. Where applicable, materials include teacher

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	guidance for the use of embedded technology to support and enhance student learning.		guidance for the use of embedded technology to support and enhance student learning. Core5 Reading is designed to be implemented as blended learning. As such, the teacher-led materials and online technology work hand-in-hand and support a high level of student-teacher interaction. The program is designed to be implemented in a classroom with rotation stations, individual rotations, lab rotations, and flipped classrooms. In the Station Rotation, students work through a circuit of activities in the classroom in which during one or more class periods, at least one of these activities involves instruction via technology and a small group table activity with the teacher. In Individual Rotations, students work through some or all of the classroom centers based on an individualized prescription determined by the teacher with the help of a technology-driven assessment tool. Both of these types of implementations provide multiple opportunities for the teacher to interact with students on a daily basis. The Lexia Core5 program is designed with both paper-based, teacher-led activities and online components. The teacher is able to track data on students and see which students need more targeted, offline intervention with the teacher.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY			
4. ADDITIONAL CRITERION OF SUPERIOR QUALITY 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. ☒ Yes ☐ No	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. The Core5 Reading program contains a wide variety of high-interest fluency passages, decodable readers, comprehension passages, and close read passages that encourage the connection and integration of ideas within and across texts and can be found in the Core5 Resources Hub. The materials include a wide variety of genres such as informational, poetry, drama, realistic fiction, folktales, biographies, books and movie reviews, persuasive, expository, procedural, and interactive diagrams/maps. The Lexia Fluency Passage Packs provide students with opportunities for supported fluent reading practice of both narrative and informational texts. The passages are sequentially aligned to the levels in Core5 to further support students' reading abilities in each level of the program and specifically align to the specific foundational skills at each grade level. For example, in Level 7, students read "The Cold King" which focuses on contractions and word families. In Level 9, students read the narrative passage "The Backpack Mistake" which focuses on R-controlled vowels. Fluency passages

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			build in complexity as the levels progress. In Fluency Passage Pack for Level 19, which focuses on grade 5 passages, students read informational texts like “The Purpose of Sleep,” “Rare Comet Sighting,” and “Food Advertising,” as well as narrative texts like “Fred’s New Friend,” “Whale Watching,” and “Left Handed in a Right Handed World.” Lexia Decodable Readers also provide students with opportunities to read a wide variety of connected texts which includes narrative and informational texts. Students use these texts to apply and generalize concepts in connected text while also strengthening their reading fluency. The Core5 Comprehension Passage Pack contains the full text of reading comprehension passages in Levels 16 through 18. The Lexile measures of the passage range in complexity and are appropriately complex for students reading at the grade-level of skills in each program level. For example, the comprehension passages in Levels 16–18 typically fall within the range of Lexile measures deemed appropriate for on-level Grade 4 readers. Text genres include folktales, informational texts, myths, narratives and poetry. For example, students read the Physical Science-based informational text “City Lights,” by Bennett Hopkins; “Anansi and the Cook Pots,” a folktale

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			from western Africa; and the narrative “A Change of Heart.” Lexia Close Reads are offered for Core5 and are grouped into 6 sets that focus on upper-elementary students. These texts provide students the opportunity to participate in critical reading and analysis of a variety of real-world text types. Readers include plays, fables, myths, science fiction, and informational passages.
	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).	Yes	Materials provide a variety of multimodal/multisensory resources and techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses). The Navigation Guide outlines the student experience with the program. Students have opportunities to watch, listen and respond to questions. They also use technology features like drag and drop, scrolls, highlight, and place items in order. Students also participate in polls and watch animations as they engage in the program. In addition to the online component the Core5 Reading program provides, selections of letter, words, pictures, word parts, and other manipulatives with teaching activities for hands-on learning are also provided, as well as several graphic organizers. The scripted lesson follows an I Do, We Do, You Do Gradual Release of Responsibility model, ending

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			with a lesson wrap-up that enables educators to assess student understanding. Lessons are supplemented with hands-on materials such as flashcards, word lists, and graphic organizers. Lexia Close Reads provide opportunities for critical reading and analysis with a variety of real-world text types and topics. Each of the 21 levels in the program represents a different area of the world and introduces new characters that are representative of each geographic region. At the beginning of each Core5 Reading level, students see an immersive, 3-D animation introducing them to the world location. Animations at the end of each unit reward and motivate students. Core5 uses Instructional Branching to accelerate student progress. First, students are invited to demonstrate mastery in what is called the Standard Step, where they apply the skill on which they are independently working with minimal support. This empowers students to move quickly through the content once they understand the concept. In this activity, students have two opportunities to enter the correct response in the Standard Step. For example, in Level 3, Consonants, Letter Recognition Task (Review), three letters are displayed, and the student hears a target letter. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			student selects the target letter that matches what they heard. In Level 13, Constructing Words Task, the student hears a word and sees the base and the suffix of the word. The student types the word and applies the spelling rule. If a student continues to struggle by dropping to the Direct Instruction step two or more times, the teacher is notified via the Core5 Reading reporting platform, myLexia. Targeted offline lessons are provided at the point of use to support face-to-face personalized instruction in the specific skill. Lexia Skill Builders are paper-based practice materials that reinforce and extend online learning in small group settings. The program is enhanced throughout to provide individualized instruction that engages the students on the digital, small group, and whole group levels.
	Required 4c) Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. - Materials include goal tracking tools with directions on their use. There is a process for setting individual student goals. Feedback comes from the teacher, peers, and/or student self-assessment or reflection. - Materials provide guidance on helping students set fluency goals and graph progress. - Materials contain strategies for family engagement including informing all stakeholders about student	Yes	Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. As outlined in the Core5 Reading Professional Learning Guide, students receive regular feedback throughout the intervention. In the Student Learning Dashboard, students have constant access to “weekly usage goals, total minutes completed for the week, minutes needed to meet the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	progress and how families can help support student progress and achievement.		weekly goal, total units completed for the week.” Students begin each session with an automaticity warm-up. They can choose between two warm-ups at each level. Each time the warm-up is played, a score is recorded. Students will see their high score for each warm-up and are encouraged to beat their previous score each time. In addition, the Student Dashboard allows students to view their weekly usage and progress on Core5. Each student’s dashboard displays minutes completed in comparison to the individualized goal determined by performance. The dashboard also allows students to monitor the number of units they have completed as they work through each level. Students have the opportunity to view weekly totals on their dashboard upon logging into Core5. Additionally, when students complete a session and logout, they will be taken back to the dashboard where minutes and units from that session will be displayed and added to their weekly total. Because the Lexia Core5 program follows an Adaptive Blended Learning Model, students have ample opportunities to receive teacher feedback, as well. Program resources support personalized instruction through the use of integrated instructional materials which provide students with opportunities to further develop their

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			literacy skills.
	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.	Yes	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. The Core5 Reading program provides a systematic and structured approach to six critical areas of reading. The Resources Hub provides links to professional learning materials and teacher resources. In addition, in the teacher's manual and navigation guide teachers are able to access materials and the scope and sequence. Teachers are also notified of student progress on the educator website and teachers are also supported with the creation of the Action Plan. The Scope and Sequence is centered around the six critical areas of reading. The scope and sequence provides teachers with a breakdown of how those six critical areas are addressed in specific lessons. For example, Level 6, A Day in Paris, gives students instructions in phonics, automaticity, fluency, vocabulary, and comprehension. Materials are easily accessible and easy to use. The program automatically places the students in the lessons needed based on their continuous algorithm that

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			gauges students' strength and weakness in each lesson. The myLexia digital component is Lexia's reporting and administrative website for educators. The materials suggest that teachers log in to myLexia regularly to monitor student progress and access instructional support materials. In addition, the program provides Lexia Lessons which are scripted materials for teacher-led instruction that target specific skills associated with Core5 online activities. The Information Apple in the lower left-hand corner of the student activity screen will turn red if the student is struggling in the current activity. This provides teachers with an easy visual cue as to whether or not a student needs additional assistance. MyLexia provides the teacher with an action area that provides specific skill builders that the teachers can print and use to provide targeted learning for students who are struggling to master a skill. The Lexia Connections section provides teachers with strategies and routines to structure individual, small group, or whole-class activities that target essential components of reading skill instruction. Activity ideas allow for integration of listening, speaking, reading, and writing, and provide guidance on linking reading activities to content-area instruction.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
SECTION III: ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.			
5. ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.	5a) Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies.		Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Lessons are supplemented with hands-on materials such as flashcards, word lists, and graphic organizers. These materials can be especially beneficial to English Learners by supporting vocabulary acquisition, oral language development, and written expression. Vocabulary instructions are based on exploring Latin-based morphemes (prefixes, roots, and suffixes) that economize students' learning of new vocabulary words. The program states that learning one Latin-based morpheme can unlock the meanings of 20 to 30 words. In the Greek Combining Forms 1, students build their knowledge of the meanings of Greek combining forms. Students match Greek combining forms to pictures, sort words, combine forms to match definitions and choose words to complete sentences. Additionally, the goal of the Advanced Descriptors activity is to increase vocabulary knowledge for unfamiliar, high-level words through deductive reasoning. Students determine the meaning of a word by analyzing pictures and choosing the picture that does not belong. These key foundations provide students with a strong foundation in vocabulary. Further vocabulary instruction is found in the Core5 Resource Hub Vocabulary section. Instructional materials include: Focus on Word Meanings, Vocabulary Flashcards, and Vocabulary Flashcards to Support Phonological Awareness and Phonics Activities. These resources are designed to help teachers as they introduce students to key vocabulary. Lessons provide explicit word meaning instruction and opportunities for language acquisition by promoting

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			structured academic discussion.
	5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.		Materials provide multiple opportunities and practice for students to demonstrate understanding of texts. The Core 5 Reading Teacher Manual outlines that, “The Guided Practice Step simplifies the task to allow the student to focus on the skill. Scaffolds or modifications in this step may include removing choices, simplifying visual components, adjusting the complexity of language, changing the presentation of the task, or providing embedded support.” Students have multiple opportunities to interact with the online adaptive program. In addition, Lexia Skill Builders are paper-based practice materials that reinforce and extend online learning. For example, print concepts build students' understanding of early print concepts (i.e., title, author, illustrator, front cover, picture vs. print, left-to-right orientation, page-turning) while also demonstrating comprehension of texts read aloud. After students have mastered print concepts, the program progresses them to picturing stories where students begin to build their understanding of narrative story structure as they learn to focus on key word imaging. Students listen for key details in stories and choose pictures that match the beginning, middle, or end of the story. Sequencing activities build students' understanding of narrative structure and story sequence as shown through pictures. Students listen to spoken stories and sequence pictures to match the events of the story. Passage Fluency provides students with the opportunity to read on-level texts accurately and fluently to support comprehension. Students silently read passages and fill in missing words in close passages during a timed task. The program provides multiple opportunities for students to demonstrate understanding of text throughout all levels. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Comprehension section of the Resource Hub offers Comprehension Passage Packs, Close Reads, and Supplemental Comprehension Lessons that further support student comprehension of texts.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a “Yes” for all Non-negotiable Criteria and a “Yes” for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a “Yes” for all Non-negotiable Criteria, but a “No” for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> 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 reasonably implemented within school hours. Intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. The materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Program diagnostic and progress monitoring tools are used to determine student placement within materials and to inform instruction. Regular and systematic assessment opportunities are offered that measure student progress using methods that are unbiased and accessible to all students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	2. Instructional Design	Yes	The 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 provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. The materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need. Resources and 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 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.
	3. Usability and Support	Yes	Materials provide clear, extensive guidance and support for the knowledge,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			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. 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.
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	Yes	Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band. Materials provide a variety of multimodal/multisensory resources and techniques that enhance student engagement and learning. Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Materials are easy to use and well organized for teachers. 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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
III. Additional Information	5. Additional Information		Materials provide explicit vocabulary instruction and practice that focuses on word-learning strategies. Lessons are supplemented with hands-on materials such as flashcards, word lists, and graphic organizers. Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

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 [2020-2021 Teacher Leader Advisors](#) are selected from across the state and represent the following parishes and school systems: Acadia, Ascension, Beauregard, Bossier, Caddo, Calcasieu, City of Monroe, Claiborne, Diocese of Alexandria, East Baton Rouge, Evangeline, Firstline Schools, Iberia, Iberville, Jefferson, Jefferson Davis, Jefferson Parish Charter, KIPP, Lafayette, Lafourche, Lincoln, Livingston, Louisiana Tech University, Louisiana Virtual Charter Academy, Lusher Charter School, Natchitoches, Orleans, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, Special School District, St. Charles, St. Landry, St. Tammany, Tangipahoa, Tensas, Vermillion, Vernon, West Feliciana, and Zachary Community. 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.