

**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: **Sonday System 1, Sonday System 2, and Let’s Play Learn**

Grade: **3-8**

Publisher: **Winsor Learning, Inc.**

Copyright: **2019**

Overall Rating: **Tier III, Not representing quality**

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Program Design (Non-negotiable)

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 type="checkbox"/> Yes <input checked="" 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. The intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. As outlined by Souday System 1, the intervention should be completed in a small group. Lessons are 35 minute durations. The frequency should be 2-3 times for delays or 4-5 times a week for intensive intervention, allowing for reasonable implementation within school hours. The program addresses phonological awareness, phonics, fluency, vocabulary, and reading comprehension through multisensory hands-on lessons and technology. The program is designed for students' reading levels to be assessed by the pre-reading-level assessment. The intervention supports targeted student needs because instruction is based on skill or stage rather than age or group. The homogenous groups are designed to provide students with targeted skills to address the deficit in learning. Mastery of skills is assessed after the completion of the unit for each skill set. For example, in</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Sonday System Learning 1 Plan Book, students are reassessed after the third, ninth, twelfth, fifteenth, and eighteenth lessons. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill. Overall, the program provides explicit instructions to address student needs.</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. 	No	<p>Materials include tools to evaluate basic foundational reading skills in the areas of phonological awareness and phonics, but not fluency. The Sonday Systems program is based around the ideals of the Orton-Gillingham approach that address phonological awareness and phonics. The program uses a multitude of assessments throughout the Lesson Plan books that are designed to measure students' academic growth. The data obtained from the assessment provides the teacher with feedback on specific skills. Diagnostic assessments are used to determine placement within the program. Mastery Checks for Reading and Spelling are given every 3 levels and indicate whether or not a student should move to the next level. While students are assessed and evaluated in foundational reading skills in phonological awareness and phonics, there is a notable absence of students being evaluated on fluency. Fluency</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			checks are included in the Mastery Checks, but not in the diagnostic assessment. Additionally, the fluency section of the Mastery Check assessments includes a list of words that students read, rather than a passage where students would attend to accuracy, rate appropriate to the text, and expression.
<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 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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<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,</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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>Non-negotiable</p> <p>3. USABILITY AND SUPPORT:</p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required</p> <p>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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>Required</p> <p>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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
SECTION II: ADDITIONAL CRITERION OF SUPERIOR QUALITY			
<p>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</p> <p>Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials enhance student engagement and</p>	<p>Required</p> <p>4a) Materials include a wide variety of text types and genres that are engaging, content-rich, and age-appropriate for the targeted grade band.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	<p>Required</p> <p>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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
learning through multimodal/multisensory resources and provide a wide variety of resources/texts. <input type="checkbox"/> Yes <input type="checkbox"/> No	Required 4c) Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. <ul style="list-style-type: none"> • 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 progress and how families can help support student progress and achievement. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	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.		Not Evaluated
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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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	No	Materials and instructional approaches support the rubric definition for intensive reading interventions. Materials include tools to evaluate basic foundational reading skills in the areas of phonological awareness and phonics, but not fluency.
	2. Instructional Design	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
	3. Usability and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
III. Additional Information	5. Additional Information	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>Tier III, Not representing 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

**Foundations of Reading
Intensive Intervention Materials Grades 3-8**

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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: Sonday Systems 1, 2, and Let's Play ELA Intervention K-12

Grade: 3-8

Publisher: ~~Windsor Learning, Inc.~~ Winsor Learning, Inc.*

Copyright: 2018-2020

Overall Rating: Tier III, Not representing quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
	1. Program Design (Non-negotiable)

*Correction: The original review contained a typographical error which is now shown corrected.

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.
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- 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	PUBLISHER'S RESPONSE
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 type="checkbox"/> Yes <input checked="" 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>--No-- Yes**</p>	<p>Materials and instructional approaches support the rubric definition for intensive reading interventions. Intensive instruction can be reasonably implemented within school hours. The intensive foundational reading skills intervention is data-driven, individualized by student, systematic, and explicit. As outlined by Sondag System 1, the intervention should be completed in a small group. Lessons are 35 minute durations. The frequency should be 2-3 times for delays or 4-5 times a week for intensive intervention, allowing for reasonable implementation within school hours. The program addresses phonological awareness, phonics, fluency, vocabulary, and reading comprehension through multisensory hands-on lessons and technology. The program is designed for students' reading levels to be assessed by the pre-reading-level assessment. The intervention supports targeted student needs because instruction is based on skill or stage rather than age or group. The homogenous groups are designed to provide students with targeted skills to address the deficit in learning. Mastery of skills is assessed after the completion of the unit for each skill set. For example, in</p>	<p>We disagree with the evaluation. Specifically that Sondag System DOES NOT meet the metrics.</p> <p>Justification/Comments with Examples section presents positive comments and example throughout. Based on these comments the answer should be YES.</p>

**Correction: The original review contained a typographical error which is now shown corrected.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			<p>Sonday System Learning 1 Plan Book, students are reassessed after the third, ninth, twelfth, fifteenth, and eighteenth lessons. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill. Overall, the program provides explicit instructions to address student needs.</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. 	No	<p>Materials include tools to evaluate basic foundational reading skills in the areas of phonological awareness and phonics, but not fluency. The Sonday Systems program is based around the ideals of the Orton-Gillingham approach that address phonological awareness and phonics. The program uses a multitude of assessments throughout the Lesson Plan books that are designed to measure students' academic growth. The data obtained from the assessment provides the teacher with feedback on specific skills. Diagnostic assessments are used to determine placement within the program. Mastery Checks for Reading and Spelling are given every 3 levels and indicate whether or not a student should move to the next level. While students are assessed and evaluated in foundational reading skills in phonological awareness and phonics, there is a notable absence of students being evaluated on fluency. Fluency</p>	<p>We disagree with the No. Sonday System addresses requirements to evaluate foundation reading skills in the areas of Phonological Awareness, Phonics and Fluency. The comments state the "notable absence of students being evaluated on fluency". Fluency at the sound level and the word level are essential for successful reading. Before fluent reading can happen, fluency at the sound and words level need to be practiced and secure. In the Sonday System, fluency at the sound and word level are evaluated and practiced in every level. Steps 1, 2, 3 and 4 of the lessons plans are explicitly reviewing these skills. During step 1 and 3 teachers are able to evaluate the students fluency reading sounds and words and correct student errors and review skills when more practice is needed. The Sonday System support videos included in the media kit</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
			checks are included in the Mastery Checks, but not in the diagnostic assessment. Additionally, the fluency section of the Mastery Check assessments includes a list of words that students read, rather than a passage where students would attend to accuracy, rate appropriate to the text, and expression.	provided examples of error correction strategies and fluency practice with students. Souday System also provides worksheets that are used for practicing fluency in reading words. Extensive Professional Development on all Souday System products is available through Winsor Learning. The training provides instructors with implementation strategies that complement the lessons plans provided in the instructional materials. These implicit strategies provide additional tools for instructors how to practice essential skills with students. More detailed information on Professional Development opportunities is available on request. We suggest a more thorough review of all materials. The answer in this section should be YES.
<p>Non-negotiable</p> <p>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>Required</p> <p>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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>Required</p> <p>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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>Required</p> <p>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.</p>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<input type="checkbox"/> Yes <input type="checkbox"/> No	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
Non-negotiable 3. USABILITY AND SUPPORT: Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction. <input type="checkbox"/> Yes <input type="checkbox"/> 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).	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
<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 type="checkbox"/> Yes <input type="checkbox"/> No</p>				
	<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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<p>Required 4c) Materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding.</p> <ul style="list-style-type: none"> • 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 progress and how families can help support student progress and achievement. 	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	<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>	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
<p>SECTION III: ADDITIONAL INFORMATION These indicators are not scored, but provide additional information about vocabulary and comprehension practice available within materials.</p>				

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
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.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	5b) Materials provide multiple opportunities and practice for students to demonstrate understanding of texts.	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
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	No	Materials and instructional approaches support the rubric definition for intensive reading interventions. Materials include tools to evaluate basic foundational reading skills in the areas of phonological awareness and phonics, but not fluency.	We disagree with this evaluation. Content is provided in multiple instances for teachers to evaluate and practice fluency with students. The answer should be YES.
	2. Instructional Design	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
	3. Usability and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER'S RESPONSE
III. Additional Information	5. Additional Information	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: Tier III, Not representing quality				



Reviewer Information

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 II.

Public Comments

There were no public comments submitted.