Instructional Materials Evaluation Tool for Alignment in ELA Intervention Grades 3 – 8 (IMET)

ELA INTERVENTION

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: **Imagine Language and Literacy**   Grade: **3-6**

Publisher: **Imagine Learning®**   Copyright: **2019**

Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
1. Program Design (Non-negotiable)	4. Additional Criterion of Superior Quality
2. Instructional Design (Non-negotiable)	
3. Usability and Support (Non-negotiable)	

Scoring Guidance[1]:

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** Criteria 1 for the review to continue to **Non-negotiable** Criteria 2 and 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.

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.

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[1]The 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 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 intervention. Intensive instruction can be reasonably implemented within school hours.	**Yes**	Materials and instructional approaches support the rubric definition for intensive reading intervention and can be reasonably implemented within school hours. Materials are data-driven, individualized by student, systematic, and explicit. The materials are broken down into 12 key areas: print concepts, phonological awareness, letter sounds, decodable words, spelling, sight words, grammar, listening comprehension, reading comprehension, four levels of academic language, and figurative language. Students work within the program for 25 minutes a day 3 times a week.
	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**	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Diagnostic and progress monitoring tools 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. An initial benchmark assessment and embedded assessments/checkpoints are used to garner information about student skill levels. Benchmark assessments identify grade-level skill gaps in twelve specific skill groups: print concepts, phonological awareness, letter sounds, decodable words, spelling sight words, grammar, listening comprehension, reading comprehension and four levels of academic language, and figurative language. Data provided by these assessments for each student support the estimation of point-in-time skill levels; developmentally appropriate placement in the program (to determine the content and instruction to be delivered); and changes in skill levels over time. The assessment identifies targeted areas of instruction for the student, groups students based on those targeted areas, and

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			provide additional resources for the teacher if the student does not reach mastery after the allotted time. Digital lessons daily assess student growth in the skills, provide the teacher with daily progress monitoring, and allow the teacher to differentiate small group teacher lessons that provide additional support. As each student begins to move through materials, there are built-in checkpoints and embedded assessments to analyze student work and determine what curriculum sequence adjustments may better support student growth. The Action Areas tab provides information to intervene with students at least once a week. The Skills Inventory report provides the scores for all skills completed to date. Materials regularly and systematically offer assessment opportunities that measure student progress and include information regarding lesson completion, usage in minutes, and specific skill performance. Materials assess students using methods that are unbiased and accessible to all students. In addition to the online access/platform, resources include printouts, classroom resources, and home connection resources. There are over three-hundred off-line reteaching lesson plans for print concepts, phonological awareness, phonics and word recognition, and reading comprehension skills.
Non-negotiable **2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT** Materials include systematic and explicit instruction in phonological awareness,	**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). Digital lessons are systematically designed for students to learn, practice, and assess patterns. Sessions begin with single sounds and progress to reading words and sentences. A video clip of a mouth forming the sounds is shown for teaching, re-teaching, and reinforcement.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards. ☒ Yes ☐ No			Activities address skills such as alliteration, rhyme, initial phonemes, syllables, onset-rime blending, phoneme blending, phoneme position, and phoneme segmentation. For example, in Beginning Sounds, Lesson 0, the activity "Sound Train" provides instruction and visual support with an illustration of an octopus. Oral directions introduce the beginning sound in the word "octopus." Students are then instructed to click on a picture to see additional items that begin with the short "o" sound. Three additional examples (i.e., otter, ox, ostrich) are given, along with a prompt for students to say the name of the animal out loud. Students are presented with two choices in the form of illustrations (an ant and a cookie) and are informed that "These do not begin like octopus." Students are reminded of the sound they are listening for and are then asked to click on the items that begin with the short "o" sound. Lessons rotate through instruction and practice for each word set. For example, the lesson "Learn Phoneme Segmentation" with the words zoo, bee, hat, pen is followed by "Practice Phoneme Segmentation" with the same words. The lesson provides a video demonstrating that words are made up of different sounds. Students are asked to click buttons that demonstrate the segmentation of sounds, then the segments are repeated and put back together to form the word. Visual cues match the sounds presented. The practice activity, "Sound Play," asks students to say the sounds in the word, then click one circle for each sound they say in the word. Students are encouraged to say the sounds orally after segmenting them and putting them together into a word. The final activities provide assessment information as well as reteaching/review opportunities. For example, in phoneme segmentation lessons, students are assessed on phoneme segmentation through the "Sound Chase" activity. Reteaching opportunities are also provided through the "Sound Stretch" activity.

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			Additional off-line materials found within the Teacher Resource tab (on the main dashboard) provides resources for students who struggle after completing digital lessons. For example, for difficulty with the "Onset-Rime Puzzle" in which students listen to onset-rime prompts and produce the word by blending the sounds, onset-rime puzzle cards are provided.
	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 that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. In addition, multiple activities address skills such as consonant blends, consonant digraphs, silent consonants, short vowels, vowel teams, and letter-sound activities. Students receive explicit, focused, phonics instruction during activities such as Bouncy Blends, Mega Mazels, Syllable Split, and Vowel Explorer. The materials provide a systematic approach to phonics lessons through the use of learning, practice, and assess patterns activities. The Letter Sounds tab (within the Activity Explorer) contains phonics lessons. The materials also contain a systematic approach to addressing skill gaps in phonics instructions. Lessons begin with explicit basic instruction in letter sounds. For example, in the digital lesson "Learn to Recognize Vowels: AEIOU Song," students listen to the song and sing vowel sounds. Students receive guided practice of short vowel sounds with their skills reassessed at the end of the section. The letter-sounds section contains consonant blends, consonant digraphs, silent consonants, vowel teams, and sounds of each individual letter. The Beginning Books tab (within the Activity Explorer) contains lessons with explicit instruction for the student to achieve reading mastery of the text. For example, Book 1, "Where I am?" Lesson 1, models letter sounds then asks the student to pick a picture that begins with the sound. The lessons continue with students identifying sounds, learning sight words associated with the text, and practicing sight words. Academic language associated with the book is introduced, with modeling

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			provided by orally reading the text, guiding the student to read the text, having the student read the text independently, and assessing student comprehension of the text. The Student Portfolio (within the Teacher Dashboard) allows the teacher to view each student's recordings and writings. Additional off-line resources are available for struggling students.
	Required **2c)** Materials provide multiple opportunities and practice for students to master **high-frequency and/or irregular** words based on student need.	**Yes**	Multiple opportunities and practice for students to master high-frequency and/or irregular words based on student needs are provided. The Activity Explorer tab leads to multiple activities for sight words. Within the lessons for each word, students are presented with direct instruction, a practice lesson, and an assessment. For example, for the word "from," the lessons include: Learn Sight Words ("Note This"): take, said, from, bees; Practice Sight Words ("Blaster"): take, said, from, bees; and Assess Sight Words ("Word Survivor"): take, said, from, bees, make, candles, your, for. In the activity "Note This," students are provided with a word, then drag the letters to spell that word. Students are then asked to record themselves reading the word. The recording is repeated back to them. Students then drag the word to complete a sentence. The computer reads the complete sentence and repeats the missing word again. This word is placed in the student's online word notebook. During the practice activity, students play the "Blaster" game where students review the sight words they will need to know, then practice blasting the asteroids that match the word that is said aloud. During the assessment activity, students play "Word Survivor" where they click on hats to hear which matches the word presented on the screen. Students then drag the hat over to match the sight word.

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			High-frequency words can be found embedded within lessons in the Beginning Books digital lessons. There are lessons on irregular plurals, where students study examples of irregular plurals (such as feet, children, teeth, mice, fish). As students progress through the sessions, there are repetitions of target words. Sight Words activities are integrated into Read-Along Books, Beginning Books, Transition Books, and Leveled Books lessons to prepare students with the high-frequency word recognition skills they will need to read texts independently or with support. Imagine Language & Literacy off-line reteaching lesson plans and printouts help reinforce the sight words skills that they learn in Sight Words activities. There are additional off-line materials within the Teacher Resource tab that support struggling students.
	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. Activities build foundational skills to prepare students to access texts. Frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words, is provided. Resources include Read-Along Books, Beginning Books, Transition Books, and Leveled Books. The Read-Along books allow students to listen and read along with early reader texts. The Beginning Books have students read beginning texts and practice reading comprehension for emergent readers. The Transition Books have students read bridge texts and practice reading comprehension for developing readers. Finally, the Leveled Books have students read leveled texts and practice reading comprehension for fluent readers. Leveled book titles are accessed through the Resources, and are accessible by book title or by a list with increasing Lexile. Links allow access to all

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			printouts associated with the Leveled Book, including leveled book or article text, leveled book text (ORF), comprehension questions (with answer key), graphic organizer, or response journal printouts. In addition, the teacher has access to book texts, word cards, clue words, and comprehension questions via the Teacher Dashboard and by clicking Literacy and then Beginning Books or Transition Books. There are additional off-line materials within the Teacher Resource tab that support struggling students.
	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 provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate.	**Yes**	Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Resources and texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression, which are based on student needs. Teacher guidance to help support students as they confirm or self-correct errors is also available. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate. Students can listen to modeled fluent readings that provide excellent examples of prosody skills. Students can listen to their own recordings as well. At regular intervals, students are provided with a timed reading activity providing the opportunity to measure the number of words read correctly in one minute. Guidelines are provided regarding substitutions, omissions, and insertions. For example, the beginning level book, book 12 "Let's Camp," introduces students to the sounds -at, an, ip, it, -ot,-un,-ut in the first lesson. The second lesson introduces words with those sounds. In the next three lessons, the students listen to a text, choral read the text, and read aloud the text (using a microphone or to the teacher). Lastly, the materials state that the student is assessed on his or her ability to read the text with automaticity. The Resources tab includes information "About Student Oral Reading Tests." Each leveled text printout includes

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			a box that provides a format for collecting information regarding accuracy (# of reading errors) and guidelines for independent, instructional, and frustration levels.
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 needs, and they clearly communicate information about the recommended intensity, intervention group size, and time requirements. Materials provide over three-hundred off-line reteaching lesson plans for print concepts, phonological awareness, phonics, and word recognition, and reading comprehension skills for students who need additional support. These lesson plans provide guidance and support for teachers to implement. Materials provide information in the Quick Guide, page 4, regarding pacing and completion: Imagine Learning provides the usage guideline that students in Grade 3+ work within the program for 25 minutes 3+ times per week. Teachers may also access "Imagine Learning University" to watch professional development videos that guide teachers in creating reports, reading data, providing additional support to students and many other aspects.
	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.	Yes	The materials provide a high level of student and teacher interaction through differentiated reports based on student skill level groups, small group lessons to enhance student learning, and explicit instructions for teachers on how to close specific skill gaps. Each classroom activity includes a learning objective, target skills, printouts, and clear steps to conduct the activity. Videos, animations, interactive text, text with audio, and activities are formats through which students have multiple and varied experiences with new words. Teachers can track student progress from the Teacher Dashboard as well as monitor individual student portfolios. Materials include off-line tools and resources that support teachers in planning instruction; these

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			tools and resources are accessible through the Teacher Portal. Teacher Resources include printouts including graphic organizers, response journals, flashcards, independent worksheets, and texts. Additionally, teachers have access to over three-hundred off-line reteaching lesson plans for print concepts, phonological awareness, phonics, and word recognition, and reading comprehension skills. Portfolios of recordings and written responses are available for teachers to view throughout the program.
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 prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the targeted grade band.	**Yes**	The materials include a wide variety of texts that are engaging, content-rich and age-appropriate. In Activity Explorer, numerous beginning and transitional books are available. Literary genres include myths, plays, poems, biographies, narratives, folktales and fables, and nonfiction. Content and themes in these books are based on important topics that relate to academic language and content across the curriculum. The passages relate content areas across multiple grades and subjects, including science, social/cultural studies, and history. Examples include the solar system, laws of motion, inventions, weather, US history, and rainforests. Primary grade-level instruction includes plants, the five senses, and fire safety. For example, in Grade 1, students compare four different stories involving wolves to distinguish between fiction and non-fiction. For the Story Map of Grade 4-5, students read realistic fiction and complete a story map to answer questions about important story elements. The second-grade level reader "Ben's Big Idea" provides informational text about Benjamin Franklin that is age-appropriate. Age-appropriate lessons provide students with the meaning of key vocabulary words used in stories and in non-fiction articles that the student will read. The sixth-grade level reader "Article 161: Couple Finds Oldest Message in a Bottle"

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			provides students with grade-appropriate informational text to read for comprehension and fluency. The materials provide age-appropriate texts and program enhancements. For example, younger students see animated cartoon characters, while older students see animated teenagers. The activities present the same skills to younger students differently than for older students. More colorful animations are included in the activities for younger students, while increasingly text-centric activities are included for older students.
	Required **4b)** Materials provide **multimodal/multisensory** resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).	**Yes**	The materials provide multimodal/multisensory resources and techniques that enhance student engagement and learning. During the sessions, students engage in a variety of activities that incorporate visual, auditory, and tactile learning. Students learn new words and phrases to build oral vocabulary with direct instruction delivered through a combination of text, audio, and contextualizing photos or videos. For example, in the activity "Assess Silent Consonant: es, kn, wr, the materials use a multisensory approach to engage students. In the lesson, students pick a character face and then choose which mouth makes the correct sound of the specific letter or letter combination. The lesson incorporates visual and auditory. The activity "Last Sounds Last" provides students with tactile learning through the use of movement by standing up and sitting down. In the activity, students demonstrate that they can identify the same final sounds of words by standing and sitting, writing the letter in the air with their finger, and saying the sounds three times together. Students also have many opportunities to record themselves saying a learned phrase or word, a song or chant, or record themselves reading a text. They can listen to their recording and have the option to re-record.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**No**	The materials do not include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Students receive specific on-time feedback during online activities. When a student misses a question they are instructed to try again. The materials include goal tracking tools with directions; however, the goals are tied to Booster Bits and do not reflect progress for the student's foundational skills. Booster Bits are awarded based on answers correct, with students working to collect them to purchase items. While this tool would be beneficial to motivate students, it does not provide students with specific goals tied to the foundational skills that they are working to master. In addition, while the Teacher Dashboard shows student progress and assessment results, there is little guidance on how to use the results to provide students with feedback on their progress towards proficiency. In the Action Area, a printout is available for teachers to pull a small group with common error patterns. The printout shows student difficulties and gives activities and suggestions to use during teacher-led small groups, but does not provide guidance for tracking or goal setting for individual students. The materials provide an end-of-session summary, where a screen displays how many books read, activities completed, and words learned, as well as a bar graph displaying Booster Bits earned. While this end-of-session summary allows students to see an overview summary of progress, there is no process for setting individual student goals. There are limited opportunities and no guidance for peer and/or student self-assessment or reflection.
	Required **4d)** Materials are **easy to use and well organized** for teachers. Teacher editions are concise and easy to	**No**	Materials are somewhat easy to use and are organized for teachers. There are some connections made between teacher resources; however, teachers will need to read multiple guides and view the Imagine Learning University videos in order to fully

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.		implement the program. Off-line resources such as printouts, classroom activities, reteaching lesson plans, classroom resources, home connection resources, and standards correlations are useful, but it is not clear how they are to be used to support student needs. The reteaching lesson plans do not provide ample annotations and suggestions to support implementation. Consumable student materials are not available. Student facing materials are provided as blackline masters and teachers would need to make copies to prepare for daily lessons.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I. Non-negotiable Criteria of Superior Quality	1. Program Design	**Yes**	The materials include a range of reading foundational skills lessons that can be completed within the school day and include the tools necessary to evaluate deficits in foundational reading skills.
	2. Instructional Design	**Yes**	The 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.
	3. Usability and Support	**Yes**	The materials provide guidance and support for program implementation and include materials with a high level of student and teacher interaction.

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II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	**No**	The materials do not provide regular opportunities for students to receive feedback on and track progress toward their proficiency. While the materials are somewhat organized for teachers, additional annotations and suggestions that support the program's implementation are needed because the connections to the various teacher resources are not clear.
FINAL DECISION FOR THIS MATERIAL: **Tier II, Approaching quality**			

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2019-2020 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. 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

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.

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Publishers must submit evidence-based research documenting effectiveness in phonological awareness, phonics, and fluency.

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Overall Rating: **Tier II, Approaching quality**

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

STRONG	WEAK
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Scoring Guidance[1]:

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- 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** Criteria 1 for the review to continue to **Non-negotiable** Criteria 2 and 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.

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.

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[1]The 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 RESPONSE
Section I: Non-negotiable Criteria of Superior Quality **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 intervention. Intensive instruction can be reasonably implemented within school hours.	Yes	Materials and instructional approaches support the rubric definition for intensive reading intervention and can be reasonably implemented within school hours. Materials are data-driven, individualized by student, systematic, and explicit. The materials are broken down into 12 key areas: print concepts, phonological awareness, letter sounds, decodable words, spelling, sight words, grammar, listening comprehension, reading comprehension, four levels of academic language, and figurative language. Students work within the program for 25 minutes a day 3 times a week.	
	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	Materials include tools to evaluate foundational reading skills in the areas of phonological awareness, phonics, and fluency. Diagnostic and progress monitoring tools 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. An initial benchmark assessment and embedded assessments/checkpoints are used to garner information about student skill levels. Benchmark assessments identify grade-level skill gaps in twelve specific skill groups: print concepts, phonological awareness, letter sounds, decodable words, spelling sight words, grammar, listening comprehension, reading comprehension and four levels of academic language, and figurative language. Data provided by these assessments for each student support the estimation of point-in-time skill levels; developmentally appropriate placement in the program (to determine the content and instruction to be delivered); and changes in skill levels over time. The assessment identifies targeted areas of instruction for the student, groups students based on those targeted areas, and	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			provide additional resources for the teacher if the student does not reach mastery after the allotted time. Digital lessons daily assess student growth in the skills, provide the teacher with daily progress monitoring, and allow the teacher to differentiate small group teacher lessons that provide additional support. As each student begins to move through materials, there are built-in checkpoints and embedded assessments to analyze student work and determine what curriculum sequence adjustments may better support student growth. The Action Areas tab provides information to intervene with students at least once a week. The Skills Inventory report provides the scores for all skills completed to date. Materials regularly and systematically offer assessment opportunities that measure student progress and include information regarding lesson completion, usage in minutes, and specific skill performance. Materials assess students using methods that are unbiased and accessible to all students. In addition to the online access/platform, resources include printouts, classroom resources, and home connection resources. There are over three-hundred off-line reteaching lesson plans for print concepts, phonological awareness, phonics and word recognition, and reading comprehension skills.	
Non-negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT	**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). Digital lessons are systematically designed for students to learn, practice, and assess patterns. Sessions begin with single sounds and progress to reading words and sentences. A video clip of a mouth forming the sounds is shown for teaching, re-teaching, and reinforcement.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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			Activities address skills such as alliteration, rhyme, initial phonemes, syllables, onset-rime blending, phoneme blending, phoneme position, and phoneme segmentation. For example, in Beginning Sounds, Lesson 0, the activity "Sound Train" provides instruction and visual support with an illustration of an octopus. Oral directions introduce the beginning sound in the word "octopus." Students are then instructed to click on a picture to see additional items that begin with the short "o" sound. Three additional examples (i.e., otter, ox, ostrich) are given, along with a prompt for students to say the name of the animal out loud. Students are presented with two choices in the form of illustrations (an ant and a cookie) and are informed that "These do not begin like octopus." Students are reminded of the sound they are listening for and are then asked to click on the items that begin with the short "o" sound. Lessons rotate through instruction and practice for each word set. For example, the lesson "Learn Phoneme Segmentation" with the words zoo, bee, hat, pen is followed by "Practice Phoneme Segmentation" with the same words. The lesson provides a video demonstrating that words are made up of different sounds. Students are asked to click buttons that demonstrate the segmentation of sounds, then the segments are repeated and put back together to form the word. Visual cues match the sounds presented. The practice activity, "Sound Play," asks students to say the sounds in the word, then click one circle for each sound they say in the word. Students are encouraged to say the sounds orally after segmenting them and putting them together into a word. The final activities provide assessment information as well as reteaching/review opportunities. For example, in phoneme segmentation lessons, students are assessed on phoneme segmentation through the "Sound Chase" activity. Reteaching opportunities are also provided through the "Sound Stretch" activity.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Additional off-line materials found within the Teacher Resource tab (on the main dashboard) provides resources for students who struggle after completing digital lessons. For example, for difficulty with the "Onset-Rime Puzzle" in which students listen to onset-rime prompts and produce the word by blending the sounds, onset-rime puzzle cards are provided.	
	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 that includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns. In addition, multiple activities address skills such as consonant blends, consonant digraphs, silent consonants, short vowels, vowel teams, and letter-sound activities. Students receive explicit, focused, phonics instruction during activities such as Bouncy Blends, Mega Mazels, Syllable Split, and Vowel Explorer. The materials provide a systematic approach to phonics lessons through the use of learning, practice, and assess patterns activities. The Letter Sounds tab (within the Activity Explorer) contains phonics lessons. The materials also contain a systematic approach to addressing skill gaps in phonics instructions. Lessons begin with explicit basic instruction in letter sounds. For example, in the digital lesson "Learn to Recognize Vowels: AEIOU Song," students listen to the song and sing vowel sounds. Students receive guided practice of short vowel sounds with their skills reassessed at the end of the section. The letter-sounds section contains consonant blends, consonant digraphs, silent consonants, vowel teams, and sounds of each individual letter. The Beginning Books tab (within the Activity Explorer) contains lessons with explicit instruction for the student to achieve reading mastery of the text. For example, Book 1, "Where I am?" Lesson 1, models letter sounds then asks the student to pick a picture that begins with the sound. The lessons continue with students identifying sounds, learning sight words associated with the text, and practicing sight words. Academic language associated with the book is introduced, with	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			modeling provided by orally reading the text, guiding the student to read the text, having the student read the text independently, and assessing student comprehension of the text. The Student Portfolio (within the Teacher Dashboard) allows the teacher to view each student's recordings and writings. Additional off-line resources are available for struggling students.	
	Required **2c)** Materials provide multiple opportunities and practice for students to master **high-frequency and/or irregular** words based on student need.	**Yes**	Multiple opportunities and practice for students to master high-frequency and/or irregular words based on student needs are provided. The Activity Explorer tab leads to multiple activities for sight words. Within the lessons for each word, students are presented with direct instruction, a practice lesson, and an assessment. For example, for the word "from," the lessons include: Learn Sight Words ("Note This"): take, said, from, bees; Practice Sight Words ("Blaster"): take, said, from, bees; and Assess Sight Words ("Word Survivor"): take, said, from, bees, make, candles, your, for. In the activity "Note This," students are provided with a word, then drag the letters to spell that word. Students are then asked to record themselves reading the word. The recording is repeated back to them. Students then drag the word to complete a sentence. The computer reads the complete sentence and repeats the missing word again. This word is placed in the student's online word notebook. During the practice activity, students play the "Blaster" game where students review the sight words they will need to know, then practice blasting the asteroids that match the word that is said aloud. During the assessment activity, students play "Word Survivor" where they click on hats to hear which matches the word presented on the screen. Students then drag the hat over to match the sight word.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			High-frequency words can be found embedded within lessons in the Beginning Books digital lessons. There are lessons on irregular plurals, where students study examples of irregular plurals (such as feet, children, teeth, mice, fish). As students progress through the sessions, there are repetitions of target words. Sight Words activities are integrated into Read-Along Books, Beginning Books, Transition Books, and Leveled Books lessons to prepare students with the high-frequency word recognition skills they will need to read texts independently or with support. Imagine Language & Literacy off-line reteaching lesson plans and printouts help reinforce the sight words skills that they learn in Sight Words activities. There are additional off-line materials within the Teacher Resource tab that support struggling students.	
	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. Activities build foundational skills to prepare students to access texts. Frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words, is provided. Resources include Read-Along Books, Beginning Books, Transition Books, and Leveled Books. The Read-Along books allow students to listen and read along with early reader texts. The Beginning Books have students read beginning texts and practice reading comprehension for emergent readers. The Transition Books have students read bridge texts and practice reading comprehension for developing readers. Finally, the Leveled Books have students read leveled texts and practice reading comprehension for fluent readers. Leveled book titles are accessed through the Resources, and are accessible by book title or by a list with increasing Lexile. Links allow access to all	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			printouts associated with the Leveled Book, including leveled book or article text, leveled book text (ORF), comprehension questions (with answer key), graphic organizer, or response journal printouts. In addition, the teacher has access to book texts, word cards, clue words, and comprehension questions via the Teacher Dashboard and by clicking Literacy and then Beginning Books or Transition Books. There are additional off-line materials within the Teacher Resource tab that support struggling students.	
	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 provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate.	**Yes**	Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Resources and texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression, which are based on student needs. Teacher guidance to help support students as they confirm or self-correct errors is also available. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate. Students can listen to modeled fluent readings that provide excellent examples of prosody skills. Students can listen to their own recordings as well. At regular intervals, students are provided with a timed reading activity providing the opportunity to measure the number of words read correctly in one minute. Guidelines are provided regarding substitutions, omissions, and insertions. For example, the beginning level book, book 12 "Let's Camp," introduces students to the sounds -at, an, ip, it, -ot,-un,-ut in the first lesson. The second lesson introduces words with those sounds. In the next three lessons, the students listen to a text, choral read the text, and read aloud the text (using a microphone or to the teacher). Lastly, the materials state that the student is assessed on his or her ability to read the text with automaticity. The Resources tab includes information "About Student Oral Reading Tests." Each leveled text printout includes	

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			a box that provides a format for collecting information regarding accuracy (# of reading errors) and guidelines for independent, instructional, and frustration levels.	
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 needs, and they clearly communicate information about the recommended intensity, intervention group size, and time requirements. Materials provide over three-hundred off-line reteaching lesson plans for print concepts, phonological awareness, phonics, and word recognition, and reading comprehension skills for students who need additional support. These lesson plans provide guidance and support for teachers to implement. Materials provide information in the Quick Guide, page 4, regarding pacing and completion: Imagine Learning provides the usage guideline that students in Grade 3+ work within the program for 25 minutes 3+ times per week. Teachers may also access "Imagine Learning University" to watch professional development videos that guide teachers in creating reports, reading data, providing additional support to students and many other aspects.	
	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.	**Yes**	The materials provide a high level of student and teacher interaction through differentiated reports based on student skill level groups, small group lessons to enhance student learning, and explicit instructions for teachers on how to close specific skill gaps. Each classroom activity includes a learning objective, target skills, printouts, and clear steps to conduct the activity. Videos, animations, interactive text, text with audio, and activities are formats through which students have multiple and varied experiences with new words. Teachers can track student progress from the Teacher Dashboard as well as monitor individual student portfolios. Materials include off-line tools and resources that support teachers in planning instruction; these	

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			tools and resources are accessible through the Teacher Portal. Teacher Resources include printouts including graphic organizers, response journals, flashcards, independent worksheets, and texts. Additionally, teachers have access to over three-hundred off-line reteaching lesson plans for print concepts, phonological awareness, phonics, and word recognition, and reading comprehension skills. Portfolios of recordings and written responses are available for teachers to view throughout the program.	
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 prose, poetry, and informational resources and texts that are engaging, content-rich, and age-appropriate for the targeted grade band.	**Yes**	The materials include a wide variety of texts that are engaging, content-rich and age-appropriate. In Activity Explorer, numerous beginning and transitional books are available. Literary genres include myths, plays, poems, biographies, narratives, folktales and fables, and nonfiction. Content and themes in these books are based on important topics that relate to academic language and content across the curriculum. The passages relate content areas across multiple grades and subjects, including science, social/cultural studies, and history. Examples include the solar system, laws of motion, inventions, weather, US history, and rainforests. Primary grade-level instruction includes plants, the five senses, and fire safety. For example, in Grade 1, students compare four different stories involving wolves to distinguish between fiction and non-fiction. For the Story Map of Grade 4-5, students read realistic fiction and complete a story map to answer questions about important story elements. The second-grade level reader "Ben's Big Idea" provides informational text about Benjamin Franklin that is age-appropriate. Age-appropriate lessons provide students with the meaning of key vocabulary words used in stories and in non-fiction articles that the student will read. The sixth-grade level reader "Article 161: Couple Finds Oldest Message in a Bottle" provides students with grade-appropriate informational text to	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			read for comprehension and fluency. The materials provide age-appropriate texts and program enhancements. For example, younger students see animated cartoon characters, while older students see animated teenagers. The activities present the same skills to younger students differently than for older students. More colorful animations are included in the activities for younger students, while increasingly text-centric activities are included for older students.	
	Required **4b)** Materials provide **multimodal/multisensory** resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).	**Yes**	The materials provide multimodal/multisensory resources and techniques that enhance student engagement and learning. During the sessions, students engage in a variety of activities that incorporate visual, auditory, and tactile learning. Students learn new words and phrases to build oral vocabulary with direct instruction delivered through a combination of text, audio, and contextualizing photos or videos. For example, in the activity "Assess Silent Consonant: es, kn, wr, the materials use a multisensory approach to engage students. In the lesson, students pick a character face and then choose which mouth makes the correct sound of the specific letter or letter combination. The lesson incorporates visual and auditory. The activity "Last Sounds Last" provides students with tactile learning through the use of movement by standing up and sitting down. In the activity, students demonstrate that they can identify the same final sounds of words by standing and sitting, writing the letter in the air with their finger, and saying the sounds three times together. Students also have many opportunities to record themselves saying a learned phrase or word, a song or chant, or record themselves reading a text. They can listen to their recording and have the option to re-record.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.	**No**	The materials do not include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Students receive specific on-time feedback during online activities. When a student misses a question they are instructed to try again. The materials include goal tracking tools with directions; however, the goals are tied to Booster Bits and do not reflect progress for the student's foundational skills. Booster Bits are awarded based on answers correct, with students working to collect them to purchase items. While this tool would be beneficial to motivate students, it does not provide students with specific goals tied to the foundational skills that they are working to master. In addition, while the Teacher Dashboard shows student progress and assessment results, there is little guidance on how to use the results to provide students with feedback on their progress towards proficiency. In the Action Area, a printout is available for teachers to pull a small group with common error patterns. The printout shows student difficulties and gives activities and suggestions to use during teacher-led small groups, but does not provide guidance for tracking or goal setting for individual students. The materials provide an end-of-session summary, where a screen displays how many books read, activities completed, and words learned, as well as a bar graph displaying Booster Bits earned. While this end-of-session summary allows students to see an overview summary of progress, there is no process for setting individual student goals. There are limited opportunities and no guidance for peer and/or student self-assessment or reflection.	• The Action Areas tool helps teachers identify and group students according to the skill they are struggling with. The Reteaching Lesson plans allow the teacher to give targeted instruction in small groups and perform informal assessments as a part of the lesson. Teacher and peer feedback occur during these small-group lessons. • Student session tracking sheets and achievement certificates can be used in the classroom to encourage students to receive feedback and track their progress toward proficiency. • In the Reteaching Lessons, students receive feedback from teachers and peers: Many lessons include small-group work where students are paired or grouped together to participate in a learning activity and give feedback during these learning experiences. In the instruction and guided practice parts of each reteaching lesson, teachers give feedback as students respond to questions asked by the teacher. Example from Grammar Lesson: If students use -er when more than should be used, help them to self-correct using prompts such as: Did you notice the adjective you used was a long word? What do we know about making comparisons with longer adjectives? https://my.imaginelearning.com/resources/grm_adjectives_comparative School competitions: Many schools set up competitions within their schools to encourage students to work

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				towards their goals. Competitions may be based on the number of books read, number of activities completed, using the Progress by Lesson to meet personal goals, etc. The Imagine Learning Field Support team in Louisiana can help design competitions or other programs customized to help students in Louisiana set and work toward goals. If documentation is needed, it is within the typical scope of work for the Louisiana Field Support team to craft a custom solution.
				Imagine Language & Literacy has resources in place that can be used by teachers in a goal-setting program or competition:
				1. Reports: Teachers can use metrics provided in reports in the Teacher Portal to monitor student progress in the competition and help students work toward their goals.
				2. Certificate of Achievement: Teachers can print a Certificate of Achievement to celebrate and encourage student progress. The achievement sheet shows all time earnings for Booster Bits, words read, books read, etc.
				3. Teacher Booster Bits: Teachers can award Booster Bits at any time to students. Extra Booster Bits can be used to encourage students to work toward their goals. See "Teacher Awarded Booster Bits" on link: https://my.imaginelearning.com/help/rewards
				• Imagine Learning University has a video to show teachers how to use the Action Areas tool to identify areas where students struggle. The video shows how each skill has suggestions for intervention lessonsd--both Imagine Language & Literacy activities and other resources

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				(printouts, Reteaching Lessons). Teacher feedback can be given to students during the small-group Reteaching Lessons: https://university.imaginelearning.com/imagine-language-literacy/reports-data-ill/action-areas-tool

• Imagine Learning University has a video to show teachers how to use the Skills Inventory report to see where students are having difficulty with activities. Suggestions are given to teachers to use the report to identify areas for intervention.

The Progress by Lesson student report shows proficiency. Typically, teachers will pair data from this report with the Action Areas tool to set goals with students based on the report and use the Action Areas tool and Teacher Resources to help students work towards those goals.

The Louisiana Field Support team could write a goal tracking template for teachers and a script or other documents for tracking or goal setting. It is within the typical scope of work for the Louisiana Field Support team to craft a custom solution in this situation.

The Imagine Learning Field Support team in Louisiana could create a plan to help students use the summary of progress to set individual goals and have other opportunities for peer and/or students self-assessment or reflection. If documentation is needed, it is within the typical scope of work for the Louisiana Field Support team |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				to craft a custom solution. Solutions could be district- or school-specific.
	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.	**No**	The materials are not easy to use and well organized for teachers. The teacher editions are not concise with clear connections made to teacher resources with ample and useful annotations and suggestions to support implementation. There is no concise explanation of the organization or sequence of skills. For example, there is no connection between program implementation and the Action Area, Classroom Materials, and Additional Resources pages. Off-line resources such as printouts, classroom activities, reteaching lesson plans, classroom resources, home connection resources, and standards correlations are useful, but it is not clear how they are to be used to support student needs. The reteaching lesson plans do not provide ample annotations and suggestions to support implementation. Some information is provided through Imagine Learning University; however, additional annotations and suggestions that support implementation are needed. Consumable student materials are not available. Student facing materials are provided as blackline masters and teachers would need to make copies to prepare for daily lessons.	• Imagine University has a video to show teachers how to use the Reteaching Lesson Plans. This video shows teachers how to search Teacher Resources to access the Reteaching Lessons. https://university.imaginelearning.com/imagine-language-literacy/teacher-resources-ill/reteaching-lesson-plans • Reteaching Lesson Plans are organized into the same curriculum areas as the Imagine Learning & Literacy online curriculum. Each lesson includes instructions about how to implement the lesson. The lesson also all the materials needed to teach the lesson: reading passages, comprehension questions, flashcards, gameboards, etc. https://my.imaginelearning.com/resources/reteachingLessonPlans • In the print-on-demand versions of the teacher editions, there are guides to explain how to use the resources. These are also available from the "All Printouts" section of Teacher Resources: Reading Comprehension Strategies Guide: http://ildc.cdn.imaginelearning.com/CloudContent/teacherAssets/printouts/readingComprehension_comprehensionStrategiesGuide.pdf Read-Along Books Guide: https://content.imaginelearning.com/teacherResources/printouts/readAlongBooks_readAlongLibrary.pdf Beginning Books Guide: https://content.imaginelearning.com/teacherResources/p

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				rintouts/beginningBooks_allPrintouts.pdf
				Transition Books Guide:
				https://content.imaginelearning.com/teacherResources/printouts/transitionBooks_allPrintouts.pdf
				Leveled Books Guide: (Grade 3 example shown here, but the guide is provided along with each grade level book printouts)
				https://content.imaginelearning.com/teacherResources/printouts/leveledBooks_allPrintouts_grade3.pdf
				• Classroom Activities are organized into the same curriculum
				• The Imagine Learning & Literacy sequence of skills is available in pdf form in Teacher Resources >Lesson Explorer. The Imagine Learning Language & Literacy Lesson Guide shows the sequence of lessons in each curriculum strand. Students experience the online curriculum in a personalized learning path.
				o In Teacher Resources, select Lesson Explorer, then click on "Download Lesson Explorer"
				https://my.imaginelearning.com/resources/lessonGuide
				http://ildc.cdn.imaginelearning.com/CloudContent/teacherAssets/documents/lessonGuide_01.2018.pdf
				• Information about student performance in their individualized learning path is captured as they progress through the digital curriculum and can be analyzed by teachers in a variety of reports. The Action Areas Tool is a

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				way for teachers to analyze student performance on assessment activities in the online curriculum. The Teacher Portal has information about how to use the Action Areas tool to identify areas where students are struggling in their online curriculum. This resource helps make the connection between what the students are doing in the online curriculum by giving teachers suggestions about how they can group struggling students and provide additional learning opportunities for them.
				https://my.imaginelearning.com/help/usingTheActionAreasTool#identifyStrugglingAreas
				• Additionally, teachers can see the sequence of the lesson the student is engaged in by running a Progress by Lesson Report. From this report, teachers can click on any lesson number (shown in the red box in the screenshot below) and it will take them directly to Teacher Resources, where they can play any of the activities in that lesson, read the book, etc. They can use this information to build a playlist to give the student extra practice in their next session with the content in that lesson.
				https://my.imaginelearning.com/help/studentDashboard_atAGlance
				Teachers can see the sequence of skills being taught in the lesson through the Progress by Lesson Report. Content shown below could be used to build a playlist for the student's next session if any of the skills were identified in the Action Areas tool as being difficult for the student.
				• The connection between the online curriculum and Action Areas tool continues into Teacher Resources as

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				well. The Reteaching Lesson Plans are designed to align with the skills shown in Action Areas. After running an Action Areas report, teachers can use the Reteaching Lesson Plans to provide additional learning opportunities for the student in the skills they are struggling with.
				https://my.imaginelearning.com/resources/reteachingLessonPlans
				• A video in Imagine University explains how the Reteaching Lessons plans can be used to reinforce what students are learning in their online curriculum:
				https://university.imaginelearning.com/imagine-language-literacy/teacher-resources-ill/reteaching-lesson-plans
				• Teacher can use the Classroom Activities to provide further learning experiences that reinforce or compliment what the student has learned in their personalized learning path in the online curriculum.
				https://my.imaginelearning.com/resources/classroomActivities
				• Printouts help support student needs by reinforcing and extending the skills that students learn in Imagine Language & Literacy. Printouts help the student build automaticity and allow them to demonstrate the skills learned in Imagine Language & Literacy interactive activities.
				• Classroom Activities support student needs by providing creative, kinesthetic, or social activities for individual students or student groups that help reinforce and extend what students learn in Imagine Language & Literacy.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Classroom activities help build automaticity and allow students to demonstrate the skills they learn in Imagine Language & Literacy interactive activities.

• Reteaching Lesson Plans support student needs by providing a tool for teachers to give the student an additional high-quality learning experience in the same skill students are learning in their online curriculum in Imagine Learning & Literacy: print concepts, phonological awareness, and phonics and word recognition, spelling, reading comprehension, vocabulary, listening comprehension or grammar.

• Classroom Resources support student needs by helping teachers track student progress and providing a print-on-demand Certificates of Achievement that can be sent home to recognize and celebrate the efforts of the student.

• Home Connection Resources help support the student by giving the teacher tools like the home letters that can introduce the program to family members at home. Letter are provided in several languages.

   o Teachers can also send home Anywhere Access flyers that have information to allow students to access the program at home. This helps support the needs of the student as they can get additional practice at home.

   o Additional suggestion for implementation is on the Home Connection Resources page:

https://my.imaginelearning.com/resources/languageResources

For students who are English language learners, Imagine Language & Literacy provides audio support in the student's native language (or "first language") to help them feel more comfortable and transition more quickly |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				to all-English instruction. In addition to audio-supported languages, Imagine Language & Literacy also provides language booklets to meet the needs of emerging language populations. Language booklets include offline materials to help teachers that have English Language Learners in their classroom. These offline materials can be photocopied, distributed, and sent home with students to help with classroom instruction, supplemental practice, or strengthening school-home connections. • Standards correlations are provided so teachers can see how the Imagine Language & Literacy curriculum aligns to state and national education standards. This helps support student needs as it helps teachers ensure that the curriculum students engage in through their participation in Imagine Language & Literacy is standards-based. • The Reteaching Lessons were designed to be a grab-and-go solution that require minimal preparation. The skills taught in the reteaching lessons align with the skills reported in Action Areas. Reteaching lessons are structured with suggestions for the teacher to activate students' prior knowledge, teach and model, and then provided guided practice. Students then participate in independent practice. The lessons include additional suggestions are given for differentiation in the independent practice for students who need more support or those who may be ready for a challenge. Finally, the lesson concludes with an informal assessment. o Example of differentiation in a grammar lesson on proper nouns:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				https://my.imaginelearning.com/resources/grm_nouns_proper
				• Suggestions for implementation of Reteaching Lesson plans are given in the "How to Use This Resource" guide that is provided for each of our book categories:
				Reading Comprehension Strategies Guide:
				http://ildc.cdn.imaginelearning.com/CloudContent/teacherAssets/printouts/readingComprehension_comprehensionStrategiesGuide.pdf
				Read-Along Books Guide:
				https://content.imaginelearning.com/teacherResources/printouts/readAlongBooks_readAlongLibrary.pdf
				Beginning Books Guide:
				https://content.imaginelearning.com/teacherResources/printouts/beginningBooks_allPrintouts.pdf
				Transition Books Guide:
				https://content.imaginelearning.com/teacherResources/printouts/transitionBooks_allPrintouts.pdf
				Leveled Books Guide: (Grade 3 example shown here, but the guide is provided along with each grade level book printouts)
				https://content.imaginelearning.com/teacherResources/printouts/leveledBooks_allPrintouts_grade3.pdf
				Student facing materials are provided in Teachers Resources in a print-on-demand model with print-ready

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
.				pdfs to allow for ease of use.

FINAL EVALUATION
Tier 1 ratings receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality.
Tier 2 ratings receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality.
Tier 3 ratings receive a "No" for at least one of the Non-negotiable Criteria.

Compile the results for Sections I and II to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments	
I. Non-negotiable Criteria of Superior Quality	1. Program Design	**Yes**	The materials include a range of reading foundational skills lessons that can be completed within the school day and include the tools necessary to evaluate deficits in foundational reading skills.	
	2. Instructional Design	**Yes**	The 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.	
	3. Usability and Support	**Yes**	The materials provide guidance and support for program implementation and include materials with a high level of student and teacher interaction.	
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	**No**	The materials do not provide regular opportunities for students to receive feedback on and track progress toward their proficiency. The materials are difficult to use with teacher editions that are not concise in making clear connections to resources through ample and useful annotations and suggestions to support implementation.	
FINAL DECISION FOR THIS MATERIAL: **Tier II, Approaching quality**				

Instructional materials are one of the most important tools educators use in the classroom to enhance student learning. It is critical that they fully align to state standards—what students are expected to learn and be able to do at the end of each grade level or course—and are high quality if they are to provide meaningful instructional support.

The Louisiana Department of Education is committed to ensuring that every student has access to high-quality instructional materials. In Louisiana all districts are able to purchase instructional materials that are best for their local communities since those closest to students are best positioned to decide which instructional materials are appropriate for their district and classrooms. To support local school districts in making their own local, high-quality decisions, the Louisiana Department of Education leads online reviews of instructional materials.

Instructional materials are reviewed by a committee of Louisiana educators. Teacher Leader Advisors (TLAs) are a group of exceptional educators from across Louisiana who play an influential role in raising expectations for students and supporting the success of teachers. Teacher Leader Advisors use their robust knowledge of teaching and learning to review instructional materials.

The 2019-2020 Teacher Leader Advisors are selected from across the state and represent the following parishes and school systems: Ascension, Beauregard, Bossier, Caddo, Calcasieu, Caldwell, City of Monroe, Desoto, East Baton Rouge, Einstein Charter Schools, Iberia, Jefferson, Jefferson Davis, KIPP New Orleans, Lafayette, Lafourche, Lincoln, Livingston, LSU Lab School, Orleans, Orleans/Lusher Charter School, Ouachita, Plaquemines, Pointe Coupee, Rapides, Richland, RSD Choice Foundation, St. John the Baptist, St. Charles, St. James, St. Landry, St. Mary, St. Tammany, Tangipahoa, Vermillion, Vernon, West Baton Rouge, West Feliciana, and Zachary. This review represents the work of current classroom teachers with experience in grades K-8.

Response to 4c

Reviewer's Comment:

- Materials do not include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and understanding.

- The Action Areas tool helps teachers identify and group students according to the skill they are struggling with. The Reteaching Lesson Plans allow the teacher to give targeted instruction in small groups and perform informal assessments as a part of the lesson. Teacher and peer feedback occur during these small-group lessons.

- Student session tracking sheets and achievement certificates can be used in the classroom to encourage students to receive feedback and track their progress toward proficiency.

- In the Reteaching Lessons, students receive feedback from teachers and peers.
  - Many lessons include small-group work where students are paired or grouped together to participate in a learning activity and give feedback during these learning experiences.
  - In the instruction and guided practice parts of each reteaching lesson, teachers give feedback as students respond to questions asked by the teacher.
    - Example from Grammar Lesson: If students use -*er* when *more than* should be used, help them to self-correct using prompts such as: ***Did you notice the adjective you used was a long word? What do we know about making comparisons with longer adjectives?***

https://my.imaginelearning.com/resources/grm_adjectives_comparative

Reviewer's Comment:
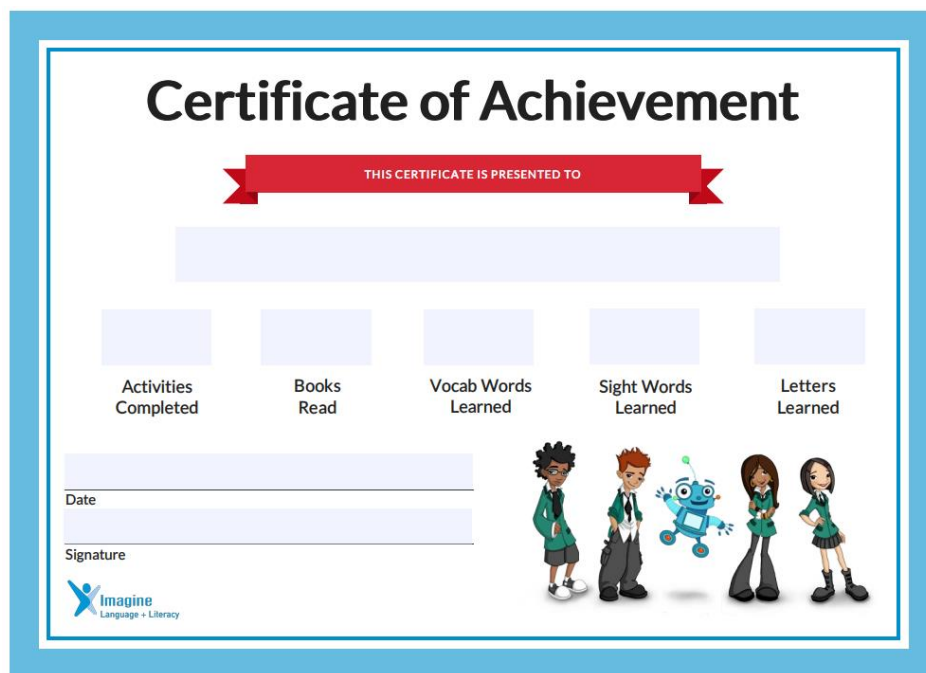
- Booster Bits tool does not provide students with specific goals tied to the foundational skills students are working to master.

School competitions: Many schools set up competitions to encourage students to work towards their goals. Competitions may be based on the number of books read, number of activities completed, using the Progress by Lesson to meet personal goals, etc. The Imagine Learning Field Support team in Louisiana can help design competitions or other programs customized to help students in Louisiana set and work toward goals. If documentation is needed, it is within the typical scope of work for the Louisiana Field Support team to craft a custom solution.

Imagine Language & Literacy has resources in place that can be used by teachers in a goal-setting program or competition.

1. **Reports:** Teachers can use metrics provided in reports in the Teacher Portal to monitor student progress in the competition and help students work toward their goals.

2. **Certificate of Achievement:** Teachers can print a Certificate of Achievement to celebrate and encourage student progress. The achievement sheet shows all time earnings for Booster Bits, words read, books read, etc.

https://content.imaginelearning.com/teacherResources/certificates/certificateOfAchievement_eng_editable.pdf

3. **Teacher Booster Bits:** Teachers can award Booster Bits at any time to students. Extra Booster Bits can be used to encourage students to work toward their goals. See "Teacher Awarded Booster Bits" on link:

https://my.imaginelearning.com/help/rewards

Reviewer's Comment:

- While the Teacher Dashboard shows student progress and assessment results, there is little guidance on how to use the results to provide students with feedback on their progress toward efficiency.

- Imagine Learning University has a video to show teachers how to use the Action Areas tool to identify areas where students struggle. The video shows how each skill has

suggestions for intervention lessons—both Imagine Language & Literacy activities and other resources (printouts, Reteaching Lessons). Teacher feedback can be given to students during the small-group Reteaching Lessons.

https://university.imaginelearning.com/imagine-language-literacy/reports-data-ill/action-areas-tool

- Imagine Learning University has a video to show teachers how to use the Skills Inventory report to see where students having difficulty with activities. Suggestions are given to teachers to use the report to identify areas for intervention.

Reviewer's Comment:

- In the Action Area, a printout is available for teachers to pull a small group with common error patterns. The printout shows student difficulties and gives activities and suggestions to use during teacher-led small groups, but does not provide guidance for tracking or goal setting for individual students.

The Progress by Lesson student report shows proficiency. Typically, teachers will pair data from this report with the Action Areas tool to set goals with students based on the report and use Action Areas and Teacher Resources to help students work towards those goals.

The Louisiana Field Support team could write a goal tracking template for teachers and a script or other documents for tracking or goal setting. It is within the typical scope of work for the Louisiana Field Support team to craft a custom solution in this situation.

Reviewer's Comment:

- The materials provide an end-of-session summary…while it allows students to see an overview summary of progress, there is no process for setting individual student goals. There are limited opportunities and no guidance for peer and/or student self-assessment or reflection.

The Imagine Learning Field Support team in Louisiana could create a plan to help students use the summary of progress to set individual goals and have other opportunities for peer and/or student self-assessment or reflection. If documentation is needed, it is within the typical scope of work for the Louisiana Field Support team to craft a custom solution. Solutions could be district or school specific.

Response to 4d

Reviewer's Comment:

- Materials are not easy to use and well organized for teachers. Teacher editions are not concise with clear connections made to Teacher Resources with ample and useful annotations and suggestions to support implementation.

- Imagine Learning University has a video to show teachers how to use the Reteaching Lesson Plans. This video shows teachers how to search Teacher Resources to access the Reteaching Lessons.

https://university.imaginelearning.com/imagine-language-literacy/teacher-resources-ill/reteaching-lesson-plans

- Reteaching Lesson Plans are organized into the same curriculum areas as the Imagine Learning & Literacy online curriculum. Each lesson includes instructions about how to implement the lesson. The lesson also includes all the materials needed to teach the lesson: reading passages, comprehension questions, flashcards, gameboards, etc.

https://my.imaginelearning.com/resources/reteachingLessonPlans

- In the print-on-demand versions of the teacher editions, there are guides to explain how to use the resources. These are also available from the "All Printouts" section of Teacher Resources:

> **Reading Comprehension Strategies Guide:**
> http://ildc.cdn.imaginelearning.com/CloudContent/teacherAssets/printouts/readingComprehension_comprehensionStrategiesGuide.pdf

> **Read-Along Books Guide:**
> https://content.imaginelearning.com/teacherResources/printouts/readAlongBooks_readAlongLibrary.pdf

> **Beginning Books Guide:**
> https://content.imaginelearning.com/teacherResources/printouts/beginningBooks_allPrintouts.pdf

> **Transition Books Guide:**
> https://content.imaginelearning.com/teacherResources/printouts/transitionBooks_allPrintouts.pdf

> **Leveled Books Guide: (Grade 3 example shown here, but the guide is provided along with each grade level book printouts)**

https://content.imaginelearning.com/teacherResources/printouts/leveledBooks_allPrintouts_grade3.pdf

- Classroom Activities are organized into the same curriculum.

Reviewer's Comment:

- There is no concise explanation of the organization or sequence of skills, for example, no connection between program implementation and Action Area, Classroom Materials and Additional Resources pages.

- The Imagine Learning & Literacy **sequence of skills** is available in PDF form in Teacher Resources > Lesson Explorer. The Imagine Language & Literacy Lesson Guide shows the sequence of lessons in each curriculum strand. Students experience the online curriculum in a personalized learning path.

   o In Teacher Resources, select *Lesson Explorer*, then click on "Download Lesson Explorer."

https://my.imaginelearning.com/resources/lessonGuide

http://ildc.cdn.imaginelearning.com/CloudContent/teacherAssets/documents/lessonGuide_01.2018.pdf

- Information about student performance in their individualized learning path is captured as they progress through the digital curriculum and can be analyzed by teachers in a variety of reports. The **Action Areas Tool** is a way for teachers to analyze student performance on assessment activities in the online curriculum. The Teacher Portal has information about how to use the Action Areas tool to identify areas where students are struggling in their online curriculum. This resource helps make the connection between what the students are doing in the online curriculum by giving teachers suggestions about how they can group struggling students and provide additional learning opportunities for them.

https://my.imaginelearning.com/help/usingTheActionAreasTool#identifyStrugglingAreas

- Additionally, teachers can see the **sequence** of the lesson the student is engaged in by running a *Progress by Lesson* Report. From this report, teachers can click on any lesson number (shown in the red box in the screenshot below) and it will take them directly to Teacher Resources, where they can play any of the activities in that lesson, read the book, etc. They can use this information to build a playlist to give the student extra practice in their next session with the content in that lesson.

https://my.imaginelearning.com/help/studentDashboard_atAGlance

Progress by Lesson Report	**What data does this report include?**
	Located on the Progress dashboard, the Progress by Lesson report shows which lessons your student has completed, skipped (tested out of), or is working on in Literacy, Oral Vocabulary, and Grammar curriculum. The report divides Literacy, Oral Vocabulary, and Grammar curriculum into lesson groups of 6-12 lessons and how your student is progressing through each lesson group. If your student is still working on lessons in a specific lesson group, the report displays the number of lessons completed compared to the total number of lessons in the group. Click the lesson group number to see the activities in that lesson and a description of what each activity teaches, as well as play through each activity. You can view Lesson Details for any lesson group that your student has completed or is working on. Lesson details include the curriculum area, lesson, whether your student has passed or completed it, how much time they've spent on the lesson, and the date when they last attempted the lesson.

Progress by Lesson Report

Below is an example of what a teacher can see after clicking on the link in in the Progress by Lesson Report for the student. This helps the teacher see the sequence of skills being taught in the lesson. Content shown below could be used to build a playlist for the student's next session if any of the skills were identified in the Action Areas tool as being difficult for the student.

TEACHER RESOURCES   Literacy ▾ Language ▾ Tools ▾   Lesson Explorer   Offline Resources ▾   🔍 Search Resources

BOOKS 55-58

Lesson Guide > Leveled Books > Grade 2 > Books 55-58

These lessons show the specific activities and skills that students learn in Leveled Books.

▾ BOOK 55: *Hide and Seek* (480L)
Includes these texts, activities, and skills:

Word Chop: Recognize prefixes and affixes.

Fix It Up: Recognize prefixes and affixes, including *–ly*.

Fix It Up: Recognize prefixes and affixes, including *–un*.

Affix Action: Identify prefixes and affixes, including *–un* and *–ly*.

Word-A-Tron: Recognize vocabulary words, including *Hide and Seek*, *entrance*, and *ancient*.

Find the Word (Book 55: *Hide and Seek*): Recognize pre-reading vocabulary words, including *ancient*, *petroglyphs*, and *you're out*.

Read on My Own (Book 55: *Hide and Seek*): Practice phonics and high-frequency word recognition to read a text independently.

Understand What I Read (Book 55: *Hide and Seek*): Answer reading comprehension, reading vocabulary, and inferential comprehension questions.

Application Station (Grade 2–5 only): Identify story elements.

Understanding Context: Identify words from context, including *green*, *crab*, and *kite*.

Fluent Reader: In a 1-minute timed oral reading, read aloud with appropriate rate, expression, and accuracy.

Read and Record (Book 55: *Hide and Seek*): Practice phonics, high-frequency word recognition, and language production.

Listen and Read (Book 55: *Hide and Seek*) (Remediation): Students follow the text while a book is read aloud to them.

▸ BOOK 56: *Petroglyphs* (450L)

▸ BOOK 57: *Museums* (630L)

▸ BOOK 58: *Symbols and Secrets* (510L)

Reviewer's Comment:

- …no connection between program implementation and Action Area, Classroom Materials and Additional Resources pages.

- The connection between the online curriculum and Action Areas tool continues into the Teacher Resources as well. The Reteaching Lesson Plans are designed to align with the skills shown in Action Areas. After running an Action Areas report, teachers can use the Reteaching Lesson Plans to provide additional learning opportunities for the student in the skills they are struggling with.

https://my.imaginelearning.com/resources/reteachingLessonPlans

- A video in Imagine Learning University explains how the Reteaching Lessons Plans can be used to reinforce what students are learning in their online curriculum:

https://university.imaginelearning.com/imagine-language-literacy/teacher-resources-ill/reteaching-lesson-plans

- Teachers can use the Classroom Activities to provide further learning experiences that reinforce or compliment what the student has learned in their personalized learning path in the online curriculum.

https://my.imaginelearning.com/resources/classroomActivities

Reviewer's Comment:

- Offline resources such as printouts, classroom activities, reteaching lessons, classroom resources, home connection resources, standards correlations are useful, but it is not clear how they are to be used to support student needs.

- **Printouts** help support student needs by reinforcing and extending the skills that students learn in Imagine Language & Literacy. Printouts help the student build automaticity and allow them to demonstrate the skills learned in Imagine Language & Literacy interactive activities.

- **Classroom activities** support student needs by providing creative, kinesthetic, or social activities for individual students or student groups that help reinforce and extend what students learn in Imagine Language & Literacy. Classroom activities help build automaticity and allow students to demonstrate the skills they learn in Imagine Language & Literacy interactive activities.

- **Reteaching Lesson Plans** support student needs by providing a tool for teachers to give the student an additional high-quality learning experience in the same skill students are learning in their online curriculum in Imagine Learning & Literacy: print

concepts, phonological awareness, and phonics and word recognition, spelling, reading comprehension, vocabulary, listening comprehension, or grammar.

- **Classroom resources** support student needs by helping teachers track student progress and providing a print-on-demand Certificates of Achievement that can be sent home to recognize and celebrate the efforts of the student.

- **Home connection resources** help support the student by giving the teacher tools like the home letters that can introduce the program to family members at home. Letters are provided in several languages.

  o Teachers can also send home Anywhere Access flyers that have information to allow students to access the program at home. This helps support the needs of the student as they can get additional practice at home.

  o Additional suggestion for implementation is on the Home Connection Resources page:

  https://my.imaginelearning.com/resources/languageResources

  o For students who are English language learners, Imagine Language & Literacy provides audio support in the student's native language (or "first-language") to help them feel more comfortable and transition more quickly to all-English instruction. In addition to audio-supported languages, Imagine Language & Literacy also provides language booklets to meet the needs of emerging language populations. Language booklets include offline materials to help teachers that have English Language Learners in their classroom. These offline materials can be photocopied, distributed, and sent home with students to help with classroom instruction, supplemental practice, or strengthening school-home connections.

- **Standards correlations** are provided so teachers can see how the Imagine Language & Literacy curriculum aligns to state and national education standards. This helps support student needs as it helps teachers ensure that the curriculum students engage in through their participation in Imagine Language & Literacy is standards-based.

Reviewer's Comment:

- Reteaching lesson plans do not provide ample annotations and suggestions to support implementation. Some information is provided through Imagine Learning University, however additional annotations and suggestions that support implementation are needed.

- The reteaching lessons were designed to be a grab-and-go solution that require minimal preparation. The skills taught in the reteaching lessons align with the skills

reported in Action Areas. Reteaching lessons are structured with suggestions for the teacher to activate students' prior knowledge, teach and model, and then provided guided practice. Students then participate in independent practice. The lessons include additional suggestions are given for differentiation in the independent practice for students who need more support or those who may be ready for a challenge. Finally, the lesson concludes with an informal assessment.

- o Example of differentiation in a grammar lesson on proper nouns:

  https://my.imaginelearning.com/resources/grm_nouns_proper

DIFFERENTIATION

- **For more support:** Before beginning the activity, go through each category and ask a volunteer to give an example of a proper noun that would fit in the category. For example, if you point at the *teacher* category, the student would provide the name of a teacher at the school.

  Once students have provided an example for each category, move on to the full activity.

- **For a challenge:** Have students come up with additional categories of their own. Then repeat the activity using their categories as prompts for coming up with proper nouns. Examples could be sports teams, days of the week, candy bars, etc.

- Suggestions for implementation of Reteaching lesson plans are given in the "How to Use This Resource" guide that is provided for each of our book categories:

  Reading Comprehension Strategies Guide:
  http://ildc.cdn.imaginelearning.com/CloudContent/teacherAssets/printouts/readingComprehension_comprehensionStrategiesGuide.pdf

  Read-Along Books Guide:
  https://content.imaginelearning.com/teacherResources/printouts/readAlongBooks_readAlongLibrary.pdf

  Beginning Books Guide:
  https://content.imaginelearning.com/teacherResources/printouts/beginningBooks_allPrintouts.pdf

  Transition Books Guide:
  https://content.imaginelearning.com/teacherResources/printouts/transitionBooks_allPrintouts.pdf

  Leveled Books Guide: (Grade 3 example shown here, but the guide is provided along with each grade level book printouts)
  https://content.imaginelearning.com/teacherResources/printouts/leveledBooks_allPrintouts_grade3.pdf

Reviewer's Comment:

- Consumable materials are not available. Student facing materials are provided as blackline masters and teachers would need to make copies to prepare for daily lessons.

Student facing materials are provided in Teachers Resources in a print-on-demand model with print-ready pdfs to allow for ease of use.

Appendix II.

Public Comments

There were no public comments submitted.