

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: **S.P.I.R.E.**

Grade: **3-8**

Publisher: **School Specialty, Educators Publishing Service** Copyright: **2012**

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

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

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

Scoring Guidance¹:

To evaluate instructional materials for alignment with the standards and determine tiered rating, begin with **Section I: Non-negotiable Criteria**.

- Review the **required**² Indicators of Superior Quality for each **Non-negotiable** criterion.
- If there is a “Yes” for all **required** Indicators of Superior Quality, materials receive a “Yes” for that **Non-negotiable** Criterion.
- If there is a “No” for any of the **required** Indicators of Superior Quality, materials receive a “No” for that **Non-negotiable** Criterion.
- Materials must meet **Non-negotiable** 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.

¹The tiering system in the [LDOE’s Online Instructional Materials Review process](#) is used to rate the materials’ degree of alignment to state standards, using the respective rubric. The term “tier” in this rating context does not correspond to student achievement levels or degree of needed support commonly used in intervention settings.

² **Required Indicators of Superior Quality** are labeled “**Required**” and shaded yellow.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: Non-negotiable Criteria of Superior Quality Materials must meet all of the Non-negotiable Criteria 1-3 in order for the review to continue to Section II.			
<p>Non-negotiable 1. PROGRAM DESIGN: STANDARDS-ALIGNED INSTRUCTION THAT IS DATA DRIVEN</p> <p>Materials include a range of reading foundational skills lessons that can reasonably be completed within a school day, including the tools necessary to evaluate deficits in foundational reading skills.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 1a) Materials and instructional approaches support the rubric definition for intensive reading intervention. Intensive instruction can be reasonably implemented within school hours.</p>	<p>Yes</p>	<p>The materials and instructional approaches support the rubric definition for intensive reading interventions. The program can be reasonably implemented within the hours of a school day and can be tailored to the schedule of an intervention block. The program also provides intensive differentiated daily instruction which targets level-appropriate phonological awareness, phonics, spelling, fluency, comprehension, vocabulary, and writing. Lessons are explicit and systematic. Materials provide a 60-minute lesson for students needing intensive intervention. To accommodate scheduling constraints, the lessons may be broken into 30 or 45 minutes. A detailed guide for shortened instruction is available.</p>
	<p>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.</p>	<p>Yes</p>	<p>The 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 the materials and to inform instruction.</p> <p>Tools are used throughout the program to track student growth, starting with a placement assessment. Methods of assessment used are unbiased and accessible to all students. The placement test identifies the level at which a student should be placed according to the Placement Test Schedule.</p>

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			<p>Placement test directions and a recording form are provided. The placement test identifies student needs by assessing student knowledge of phonograms and word lists. The placement level is correlated to skill level, not grade level. Assessment opportunities that measure student progress are offered regularly and systematically. Methods of assessment used are unbiased and accessible to all students. Progress monitoring tools include pre- and post-level assessments, decoding assessments, quick checks at the end of every lesson, and concept mastery fluency drills. A progress tracking sheet is included for teachers to record and track student scores for each progress monitoring assignment.</p>
<p>Non-negotiable 2. INSTRUCTIONAL DESIGN: FOUNDATIONAL READING SKILLS INSTRUCTION THAT IS SYSTEMATIC AND EXPLICIT</p> <p>Materials include systematic and explicit instruction in phonological awareness, phonics, and fluency in a logical progression that is aligned to grade-level Louisiana State Standards.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 2a) Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonological awareness instruction (e.g., recognizing rhyming words; clapping syllables; blending onset-rime; and, blending, segmenting, deleting, and substituting phonemes).</p> <p>For example, explicit phonological awareness instruction targeting phoneme segmentation, phoneme recognition, and phoneme substitution are found in the SPIRE Program Overview which outlines how to meet state standards through, “Rhyme providing, categorization and matching; phoneme and syllable segmentation and deletion; and blending sounds, syllables, and words.” In addition, the Level 3 Teacher’s Guide provides instruction in phonological</p>

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			<p>awareness that guides the teacher as follows: “I will say a word. Bring down a circle for each sound you hear. Use green circles for vowel sounds. Use white circles for consonant sounds. The first word is no. Students should bring down two circles, one for each sound. The first circle should be white, and the second circle should be green. Where is the vowel in this word? (It is at the end of the word.) Yes, the vowel is at the end, and it says its name. What is the vowel's name? (o) Repeat the activity with so and why. Then have students change why to by, by to be, and be to me.”</p> <p>Lessons are labeled as either introductory or reinforcement. Students are introduced to new concepts and receive at least forty exposures to new material or practice new concepts and apply their new knowledge to a text. Each lesson is broken into ten steps. These ten steps target specific skills utilizing different instruction methods including phonogram cards, phonological awareness, word building, decoding and sentence reading, pre-reading, reading and reading comprehension, sound dictation, prespelling, spelling, sentence dictation, and/or independent work. Daily instruction provides for phonological awareness instruction and practice. Students participate in a teacher-led lesson based on their needs. Once the lesson is completed, the student independently works in their workbook to practice the</p>

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			<p>skill(s) learned. A quick check assessment is included at the end of the lesson.</p> <p>Students who are placed in phonemic awareness support begin with rhyming, progress to syllable manipulation, and then progress into using sounds to blend and build words. Once students master phonological awareness, they progress to phonics where they begin encoding and decoding. For example, in Level 2, Lesson 2a, students drill phoneme cards and then practice new sight word cards. Students identify words that rhyme with “bell, doll, dress, sniff, and fill.” Next, students say the first sound they hear in “pass, swell, gloss, chaff, and swift,” and then use small letter sets to build the words “bell, doll, dress, sniff, and fill.” Students then read decodable readers with teacher guidance and respond to comprehension questions, dictate sounds and spell words, and lastly dictate sentences. In Level 3, Lesson 1 (so, he, fly) students practice sound dictation for the following sounds- /ī/, /ē/, /ä/, /ī/, /önk/, /ō/, /k/, /ī/, /kw/, /ch/ and phoneme recognition where students answer questions such as, “What is the first sound you hear in my?” and, “What is the second sound?”</p>
	<p>Required 2b) Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>	<p>Yes</p>	<p>Materials provide systematic and explicit phonics instruction. Instruction includes repeated modeling and opportunities for students to hear, say, write, and read sound and spelling patterns.</p>

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			<p>Phonics instruction is a main component of each lesson. Each lesson focuses on phonics instruction using phonogram cards and phonological awareness activities to introduce targeted phonics skills and word building and decoding/sentence reading activities to practice new concepts. The Scope and Sequence document identifies the phonics progression within each level, progressing from basic to more difficult, with each level’s targeted phonics skills increasing in difficulty. Materials begin by teaching short vowel sounds; the difficulty of skills increases as students’ reading ability increases. Exercises follow the process of modeled, guided, and independent skill practices, and students receive explicit phonics instruction that either introduces new concepts or reinforces material from prior lessons. Independent practice occurs after the ten-step lesson instruction through reading illustrated decodable readers, writing sentences using new concepts, or additional activities.</p> <p>The SPIRE Program Overview document states that “Explicit, coordinated instruction in decoding and encoding, phonemes, letters, graphemes, phonograms, syllable types, prefixes, and suffixes are directly taught. The decodable text reinforces every concept and builds fluency.” Level 2, Lesson 2, states, “When they see the “al” letter team, the “a” is pronounced /ǒ/. Although “al” is not a digraph (“a” and the “l” can be heard</p>

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			<p>independently), it is presented on one Phonogram Card and drilled as a letter team. When you begin to build words and read the word list, reinforce the ff, ll, ss rule by asking why there is often a double l at the end of the <i>al</i> words students encounter.” This lesson begins with word and phoneme recognition cards, progresses to word building and reading from the decodable reader, and ends with spelling and sentence dictation - highlighting the repeated modeling and diverse practice opportunities that students are given.</p> <p>Instructions progress from the teacher-led introduction of new phonics skills to guided practice with the decodable readers and end with the supported independent practice where students spell key words and dictate sentences. For example, in Level 5, Lesson 1, students are introduced to the soft “c” phoneme using phonogram cards and a series of hands-on activities led by the teacher (steps 2-3). In step 4 of the lesson, students practice their decoding skills and apply their new knowledge of the soft “c” by identifying words from their reader with soft “c” and the vowel that helps. In steps 9 and 10, students apply their knowledge of the soft “c” with spelling words and sentence dictation.</p>
	<p>Required 2c) Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student need.</p>	<p>Yes</p>	<p>Materials provide multiple opportunities and practice for students to master high-frequency and/or irregular words based on student needs.</p>

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			<p>Lessons provide multiple high-frequency words for practice opportunities using diverse instructional strategies including decodable word cards, high-frequency word cards, sound and sentence dictation, spelling, and decodable readers. Practice using high frequency/irregular words occurs during each introductory lesson and during each reinforcement lesson. High frequency and irregular words are practiced during “reinforcing lessons.” For example, Level 1, Lesson 1 (short a) begins with teachers guiding students to read the words “the, has, is, a.” Cards are color-coded with green used for words that are fully decodable, yellow cards for words with lesson common pronunciations, and red cards used for sight words. Students see these words again in the decodable texts that are connected to the lesson.</p>
	<p>Required 2d) Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p>	<p>Yes</p>	<p>Resources and/or texts provide ample practice of foundational reading skills using texts (e.g. decodable readers) and allow for systematic, explicit, and frequent practice of reading foundational skills, including phonics patterns and word analysis skills in decoding words.</p> <p>Daily lessons and decodable texts are connected. Students use decodable readers to practice the foundational reading skills they learn during lesson instruction. In the Level 4 Teacher’s Guide, the introductory Lessons 1-3 for /ea/ and the reinforcing Lessons 1-3 provide students with the</p>

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			<p>opportunity to read decodable text/stories from their student readers that connect to the daily lessons.</p> <p>Consumable readers and workbooks provide students with opportunities to practice their decoding skills as well as fluency and comprehension. Two sets of decodable readers follow the program’s scope and sequence. The decodable readers align to Levels 1-6 and are composed of two distinct practice sets. Set “A” texts are the same stories as found in the Student Readers so that students can reread the stories independently that they read during lesson instruction with the teacher. The “B” texts are new stories for students to independently practice the skills that they have learned. The program includes 120 decodable readers covering topics in science, social studies, and literature. Multiple reading selections for every concept allow students to apply new phonics skills to connected text. The decodable readers cover multiple genres including biographies, poetry, Greek myths, science and social studies articles.</p> <p>The Teacher’s Guide states that “All student text in the S.P.I.R.E. Readers and Workbooks is fully decodable. The text is made up of only a) words made of sounds previously taught, b) sight words previously taught, or c) words from this lesson and past lessons made of previously taught sounds plus phonic elements that allow students to approximate</p>

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			<p>the sound needed to decode the word. For example, the following statement from the Level 3 decodable reader “In the spring, Jake likes to fish at the pond. One spring, he went with his best pal, Fred, to fish,” includes the sight words “in, the, and to” along with the focus concept of open single syllables, demonstrated by the word “he.” This text is aligned to Lesson 1 (so, he, fly) which introduces students to the fact that when a word or a syllable ends with a vowel, the vowel says its name. This decodable text allows students to practice key sight words along with new skills introduced during the lesson.</p>
	<p>Required 2e) Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Based on student need, resources and/or texts are provided to practice reading fluency with accuracy, rate appropriate to the text, and expression. Materials provide teacher guidance to support students as they confirm or self-correct errors. Materials provide opportunities to make frequent connections between the acquisition of foundational skills and meaning-making when appropriate.</p>	<p>Yes</p>	<p>Materials include varied and frequent opportunities for students to engage in supported practice to gain reading fluency with accuracy and automaticity. Based on student needs, 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.</p> <p>Fluency drills are provided for every concept and decodable texts provide daily fluency practice. Additionally, modeling and practice of phrasing, pausing, and inflection occurs during each lesson. The following excerpt from Level 1, introductory Lesson 6 highlights</p>

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			<p>how decodable readers are used to support and model reading fluency, “Open your Reader to page 56. Put your finger under the first word. (ship) Underline the vowel. Look at the word. Do you see a consonant team? (yes) You see <i>sh</i> together. I will show you how to join them as a team to show they have one sound. Demonstrate how to join the letters together: print the word ship on the board. Say ship and join the letters by drawing a curved line (a smile) underneath the sh to show that the letters stay together. What is the vowel’s name? (i) What is the vowel’s sound? (/i/) Put your finger under the first letter or team in the word. Point to each letter or team and give its sound. Go back to the beginning of the word, glide your finger under the word, and say it fast. Who can use this word in a sentence? Repeat the process with as many words as can be read in ten minutes, reading from left to right. Use Concept Mastery Fluency Drill 6 when students need more practice with reading words with the consonant team -sh.” As this excerpt demonstrates, decodable readers support fluency development by providing teachers with guidance relating to key fluency skills. Students receive fluency feedback and guidance from the teacher during each lesson and are provided with meaning-making practice and other comprehension exercises to apply new concepts and review prior material.</p>

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<p>Non-negotiable 3. USABILITY AND SUPPORT:</p> <p>Materials provide guidance and support for program implementation. Materials include a high level of student and teacher interaction.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Required 3a) Materials provide clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement the intensive reading intervention based on student need and clearly communicate information about recommended intensity, intervention group size, and time requirements. (e.g., 20 minutes a day, 4 days a week).</p>	<p>Yes</p>	<p>Materials provide clear, extensive guidance and support for the knowledge, resources, and organizational structures necessary to implement an intensive reading intervention that is based on student needs and clearly communicates information about the recommended intensity, intervention group size, and time requirements.</p> <p>Materials provide everything a school/teacher needs for implementation. Time requirements are clearly stated and can be adapted to meet specific scheduling constraints. The materials recommend that students receive an uninterrupted 60-minute lesson, five days a week, but also provides detailed guidance regarding shortened lessons that can be broken into 30- or 45-minute blocks. The implementation guidelines provide clear and specific information that is tailored to specific student needs. The placement assessment score and its relationship to how students are placed within each program is clearly defined and explained.</p> <p>Grouping guidance is based on student needs and levels. The Teacher’s Guide, Placement and Grouping section, gives specific intervention group sizes based on student needs that range from small groups of six to one-on-one instruction with those students who are in the most need. Pacing guidance is clear and adaptable for individual or group level student needs, with example lesson</p>

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	<p>Required 3b) Materials support a high level of student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p>	<p>Yes</p>	<p>modifications that are also based on student needs.</p> <p>The materials support student and teacher interaction. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.</p> <p>Student and teacher interaction is a key component of the program which relies solely on teacher-driven instruction. The program provides teachers with guidance and suggested scripts/prompts to support explicit instruction. The materials include examples of teacher dialogue at every step. Teacher dialogues model clear, direct instruction that maximizes student verbal participation as well as student interaction with the text. The following excerpt from the Level 6 Teacher’s Guide highlights a standard piece of teacher dialogue provided by the curriculum stating, “What letter do you see in the center of your Word Find Sheet? (a-) What sound does the prefix a- make at the beginning of a word? (/ü/) Find words on this page with prefix a-. Remember that a prefix always comes at the beginning of a word. Color the prefix a- green. Then read each word and circle it. See how many words with the prefix a- you can find in five minutes.” This example shows how the suggested teacher dialogue supports a high level of student-teacher interaction, provides teachers with explicit guidance to maximize learning opportunities, and encourages multiple opportunities for</p>

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			<p>student participation.</p> <p>Materials include phoneme cards, student workbooks, online lessons, decodable readers, and dictation practice. The Teacher’s Guide provides detailed instructions for each skill and lesson steps so that teachers have everything needed to instruct and assess. To support technology integration while recognizing school needs, the materials offer three programming options: print program, where teachers work directly with students using print and manipulatives; a hybrid program, where teacher materials are online, expanding progress monitoring and reporting options; and an online program, where students work with online activities and manipulatives, and all teacher materials are online allowing for real-time progress monitoring. Guidance is also provided for the creation of student work portfolios where students keep track of their progress, supporting student investment and student-led data-tracking.</p>
Section II: Additional Criterion of Superior Quality			
<p>4. ADDITIONAL CRITERION OF SUPERIOR QUALITY</p> <p>Materials are easy to use and well organized. Materials provide regular opportunities for students to receive feedback and set instructional goals. Materials</p>	<p>Required</p> <p>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.</p>	Yes	<p>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.</p> <p>The varied texts included in the reader are age and grade appropriate, content-rich, and encompass multiple genres. Texts cover a wide range of topics and many genres are</p>

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<p>enhance student engagement and learning through multimodal/multisensory resources and provide a wide variety of resources/texts.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>represented. The program includes 120 decodable readers covering topics in science, social studies, and literature. Multiple reading selections for every concept allow students to apply new phonics skills to connected text. The decodable readers cover multiple genres; including biographies, poetry, Greek myths, science and social studies articles. The texts included in the leveled readers are age/grade appropriate, covering diverse topics and focusing on content while ensuring phonics skills practice. For example, the Level 5A illustrated decodable reader includes science articles about molecules and heat and deserts of the world, a school essay about what defines a great American, multiple fables including “The Rooster and the Gemstone,” along with other fiction, and nonfiction texts. There are also poems that provide students the opportunity to apply specific lesson-taught skills such as “Peace Begins”.</p>
	<p>Required 4b) Materials provide multimodal/multisensory resources and/or techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p>	<p>Yes</p>	<p>Materials provide multimodal/multisensory resources and techniques that enhance student engagement and learning (i.e., incorporate visual, auditory, and tactile senses).</p> <p>Each lesson includes multimodal/multisensory resources. Each step of the lesson has a combination of auditory, visual, and kinesthetic learning activities and provide students with learning opportunities that meet their individual needs. Throughout each lesson, students are</p>

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			<p>given the opportunity to engage with various multisensory resources in order to practice and master new phonics skills. For example, in Level 2, Lesson 1 (ff, ll, ss) visual and tactile techniques allow students to practice with phonogram cards, phoneme segmentation circles, small letter sets, word-find sheets, and sound/word/sentence dictation paper. Additionally, auditory practice resources include saying letters, sounding out words, word decoding, sentence reading, and saying phonemes. These multisensory activities provide students with multiple opportunities to practice new skills, build student engagement, and ensure students are provided with diverse styles of learning and instruction.</p> <p>Level 3, Lesson 1, begins with a teacher-led review and introduction of phonogram cards. There is an introduction of the words “so, he, fly,” sound/letter recognition and repetition of the words “no, so, why, by, be, me,” writing letters to make words, a teacher lead letter/sound analysis activity asking, “What letter says /ī/? What does the letter y say?” and sound substitution practice focusing on substituting “spy” to “sly.” Students then complete a word-find sheet for the sight words “so, he, fly” where students circle words that end with vowels. This is followed by a teacher-led sentence review of the following: 1. My dog is shy. 2. Why is the sky pink? 3. I want to go fly my kite 4. Can we also go to the store? 5. She will try to fry</p>

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			<p>some eggs. Students complete sound dictation for the following sounds- /ī/, /ē/, /ă/, /ī/, /ōnk/, /ō/, /k/, /ī/, /kw/, /ch/ and practice phoneme recognition (What is the first sound you hear in my? What is the second sound?). A spelling activity asks students to dictate words, write, then read the following: my, spry, no, chase, before, also, be, by, she, fly; a sentence dictation activity where students write a dash for every word in the sentence, then write each word on a dash- 1. Jo also left before the game, 2. She is my pal, and so is he.” This lesson demonstrates the multimodal/multisensory resources and techniques that enhance student engagement and learning.</p>
	<p>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.</p>	<p>Yes</p>	<p>The materials include regular opportunities and tools for students to receive feedback on and track their progress toward proficiency and/or understanding. Goal tracking tools include directions on their use. A process for setting individual student goals is provided and includes feedback from the teacher, peers, and/or student self-assessment or reflection.</p> <p>Decoding assessments, end of lesson quick checks, concept mastery fluency drills, and pre/post level assessments allow teachers to record student performance on specific skills and track growth. A progress tracking sheet is included for teachers to record and track student scores.</p> <p>Student progress towards mastery is tracked</p>

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			<p>by the post-level assessment. SPIRE Level 1 Blackline Masters for Instruction and Assessment book states that “The Post-Level Assessment should be administered upon each student’s completion of Level 1 to find out if the student has achieved 80 percent mastery of the Level’s concepts. The assessment has four components: a decodable word assessment list that includes all the concepts in Level 1, a list of sentences that include the Level’s decodable and sight words, a decodable reading passage that includes the Level’s decodable and sight words, and decodable short-answer questions about the passage for assessment of comprehension and vocabulary.” This assessment allows teachers to track student progress in four key domains and compare student performance with that of the pre-assessment. Teachers can use this data to provide students with feedback and can use this data to set new goals for the next level.</p> <p>Quick checks at the end of each lesson provide opportunities for informal formative process tracking and can be used to provide students with immediate post-lesson feedback. Students can record their performance on lesson concepts, set goals for future lessons, and track their progress towards mastery of Level concepts. In order to track fluency and provide students with fluency performance feedback, concept mastery fluency drills are used as instructional tools or assessments of</p>

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			<p>automaticity. Detailed administration and scoring/reporting guidance are included for both the initial reading and all subsequent readings. Additionally, students can create work portfolios to track their progress towards mastery. These portfolios increase student investment by creating opportunities for self-reflection and self-assessment. Students can use the portfolios to review their past performance and set individual goals for future lessons/Levels.</p>
	<p>Required 4d) Materials are easy to use and well organized for teachers. Teacher editions are concise and easy to manage with clear connections between teacher resources. Materials contain ample and useful annotations and suggestions to support implementation.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for teachers. Teacher editions are concise and easy to manage with clear connections between the teacher resources. Ample and useful annotations and suggestions support implementation.</p> <p>Materials include placement tests, leveled teacher’s guides, leveled blackline masters for instruction and assessment (teacher’s instruction and content book), leveled student readers, leveled student workbooks, leveled illustrated decodable readers, letters/phoneme segmentation manipulatives, and a progress tracker. The materials can also be tailored to meet the school’s or teacher’s needs and provides guidelines for flexible instructional time frames.</p> <p>Materials provide teachers with clear, concise layouts for lesson planning and instruction. A lesson planning guide and scripted lessons for each skill taught are provided, along with the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Steps Overview that precedes every lesson. It includes all of the materials, procedures, and examples needed for each of the ten steps in the lesson. The guide also includes an appendix with a large resource of word lists, phrases, and sentences for modifying existing lessons or for creating additional individualized lessons. The Teacher’s Guide is an explicit instructional guide ensuring that teachers know exactly what they are teaching during each step of the lesson.</p> <p>Blackline Masters for Instruction and Assessment books are also provided for each level. The Blackline Masters books contain blank lesson planners, keyword concept sheets, phoneme segmentation sheets, sight word cards, decodable word cards, small letters word find sheets, dictation paper, graphic organizers, and concept mastery fluency drills. In addition, these books also include all assessment resources. These books contain all the instructional resources and lesson materials needed during the lesson in a separate book from the teacher’s guide.</p> <p>Student materials include a reader containing decodable reading selections, word lists, and sentences that allow students to apply, reinforce, and master new concepts and a consumable workbook that provides independent decoding, fluency, and comprehension practice for the skills and selections from the reader. Student-facing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			materials are comprehensive and completely supported by the teacher's guides. Additionally, illustrated decodable readers are provided for each level.
FINAL EVALUATION <i>Tier 1 ratings</i> receive a "Yes" for all Non-negotiable Criteria and a "Yes" for the Additional Criterion of Superior Quality. <i>Tier 2 ratings</i> receive a "Yes" for all Non-negotiable Criteria, but a "No" for the Additional Criterion of Superior Quality. <i>Tier 3 ratings</i> receive a "No" for at least one of the Non-negotiable Criteria.			
Compile the results for Sections I and II to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I. Non-negotiable Criteria of Superior Quality	1. Program Design	Yes	The materials include a range of reading foundational skills lessons that can reasonably be completed within a school day and includes the tools necessary to evaluate reading deficits.
	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 a high level of student and teacher Interaction.
II. Additional Criterion of Superior Quality	4. Additional Indicators of Superior Quality	Yes	The materials are easy to use and well organized providing regular opportunities for students to receive feedback and set instructional goals. Student engagement and learning is enhanced through multimodal/multisensory resources and a wide variety of resources/texts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

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

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

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

The [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

The publisher had no response.

Appendix II.

Public Comments

There were no public comments submitted.