Phase I: Initial Review for Core Instructional Programs

Virginia Department of Education

2025 Review Cycle

Background: The Virginia Literacy Act (VLA) requires the Virginia Department of Education to create an advisory list of instructional programming that includes evidence-based literacy instruction aligned to science-based reading research. This rubric is designed to evaluate core programming for alignment with scientifically-based best practices and high-quality instruction for students.

Purpose: The Core Instructional Program Review evaluates submissions for alignment with indicators for high-quality early literacy instructional materials. The VLP aims to develop a comprehensive and transparent process to review instructional programs resulting in a Recommended Core Instructional Program Guide that will be submitted to the VDOE for VBOE approval, as required by the VLA. VLP, in collaboration with VDOE, has developed a two-phase process for this review, modeled on similar processes in other states.

- Phase I: İnitial Program Review
- Phase II: In-depth Program Review

All reviews are conducted by Virginia educators and experts in early literacy who receive extensive training and ongoing support. This process will also fulfil the requirements of Virginia's Textbook Review Process as indicated in § 22.1-238 et seq. to ensure local school boards may purchase materials aligned with Chapters 549 and 550, 2022 Acts of Assembly, through the Virginia Public Procurement Act exemption provided in § 22.1-241.

Definition of Core Instructional Program: A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher manuals with explicit lesson plans and provides reading and practice materials for students.

Process: VLP has developed a two-phase process for Core Instructional Review modeled on similar processes in other states, in which providers are able to submit their programs for review. All programs that receive a rating of "Meets Expectations," upon initial review or after appeal, will be included on VLP's Recommended Core Instructional Program Guide, which will be submitted to the VDOE and the VBOE for final review and approval.

Phase I: The Phase I Review evaluates core instructional programs for alignment with EBLI and SBRR as well as Virginia's 2024 SOLs. Providers submit a comprehensive application including instructional materials, a Phase I Review Rubric, and other supporting information outlined in the Submission Checklist. Providers that receive a rating of "Meets Expectations" on initial review or after appeal, are invited to proceed to the Phase II Review.

Phase II: The Phase II Review is a grade-level specific, detailed evaluation of core instructional programs for alignment with essential elements of EBLI and SBRI as well as Virginia's 2024 SOLs. Providers submit materials and information for review including the Phase II Review Rubric and additional materials as outlined in the Submission Checklist. All programs that receive a rating of "Meets Expectations" in Phase II, upon initial review or after appeal, will be included on VLP's Recommended Core Instructional Program Guide, which will be submitted to the VDOE and the VBOE for final review and approval.

Accessibility Assurances

Phase I: Initial Review for Core Instructional Programs

Accessibility Assurances

The Virginia Department of Education and Virginia Literacy Partnerships have a strong commitment to accessibility. As part of the instructional program review process, each

	Check all that apply	Comment or Explanation
Available in PDF Format		
Available in ePUB Format		
(LMS)		
(LMS)		
Available in an accessible media format and includes alternate text or subtitles		
Includes alternative text (image)		
Includes captions and subtitles (video)		
Includes flash accessibility functions (SWF)		
Includes functionality that provides accessibility		
Complies with W3C Recommendations for web page		
Is a 508 compliant website		
Available in the National Accessible Instructional Materials Standard (NIMAS) Format – Accessible XML		
Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web and Multimedia		
Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blue-ray Disk, materials comply with production standards		

	Phase I: In	itial Review for Core Instructional Programs in Kindergarten
Date:		
Name of Pro	ovider:	
Product Title	e and Edition:	
Publication '	Year:	
Contact Pers		
		r will be reviewed as "Meets Expectations" or "Does Not Meet Expectations," with evidence and/or comments to support the rating. Each indicator is worth
Meets Expe	ctations: Indicates the program meets the standard for the indicator based on the instructional	program and other evidence submitted by the provider.
Does Not M	eet Evnectations: Indicates the program does not meet the standard for the indicator (limited o	or no evidence) based on the instructional program and other evidence submitted by the provider.
	· · · · · · · · · · · · · · · · · · ·	e of Denial. All review appeal submissions must be submitted within 14 days of receipt of the Notice of Denial.
		, ,
Indicator	Criterion #1	Evidence/Comments
	Research-based: The program is based	on reliable, trustworthy, and valid evidence consistent with science-based reading research.
1.1	The program does not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or graphophonic cues); meaning, structure, and visual (MSV) cues; or visual memory for word recognition. Non-negotiable. If the program receives a score of "does not meet expectations" on this indicator, the rest of the program will be scored, but the program will receive an overall rating of "does not meet expectations."	
1.2	There is obvious emphasis on teaching and learning foundational literacy skills , including oral language, phonics, spelling, fluency, comprehension, and vocabulary.	
1.3	The program clearly builds upon essential early literacy skills by integrating prior knowledge with explicit and systematic focus on phonics, practice for applying phonics, and word analysis skills.	
1.4	The program provides evidence of research and theoretical models consistent with science-based reading research with reference to research articles and websites.	
	Subtotal (4 points max)	
Indicator	Criterion #2	Evidence/Comments
Sequential	and Cumulative: There is a comprehensive scope and sequence including a list of specific skills taught,	a sequence for teaching the skills over the course of a year, and a timeline showing when skills are taught as well as when high priority skills are reviewed. The skills are shown by week, month and/or unit.
2.1	The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).	
2.2	Foundational skills are cumulatively reviewed, and there are opportunities for practice.	
	Subtotal (2 points max)	
Indicator	Criterion #3	Evidence/Comments
	Explicit Instruction: Method of teaching t	that emphasizes proceeding in small steps, checking for understanding, and active participation.
	Lessons include instructional routines that allow for teacher modeling of a new skill step-by- step, followed by guided practice prior to independent practice.	
3.2	Routines include the teacher language and vocabulary needed to introduce and/or explain the new skill through modeling.	
	There are multiple annount unities for students in meantice and apply leave doskillsive	
	feedback.	
5.4	Subtotal (4 points max)	
Indicator	Criterion #4	Evidence/Comments
muicator		·
4 -		sedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.
	Clear and consistent lesson format is present for all components.	
4.2	There is a daily schedule of lessons, noting suggestions for the length of lesson and units.	
4.3	Independent or group practice occurs after teacher-led instruction on the essential skills, not before the teacher-led instruction and not without it or instead of it.	
4.4	Teacher manuals include directions for how to implement lessons (e.g., target skill, a script for wording, step-by-step sequence of instruction, materials needed).	
	Subtotal (4 points max)	
Indicator	Criterion #5	Evidence/Comments
	Coordina	ated Components: Elements of the program are clearly aligned.
	Program is aligned to the Virginia Standards of Learning and Curriculum Frameworks (e.g., correlation charts).	
5.2	The program uses the same routines, terminology, and procedures across skill areas and over time.	
5.3	Skills are integrated across areas (e.g., phonics and vocabulary).	

Grade K

5.4	Lessons and materials are available for differentiating instruction for students who need scaffolding and supports and for students needing extension.										
	Subtotal (4 points max)										
Indicator	Criterion #6	Evidence/Comments									
	Related Elements: The program contains features that are optimal for delivering effective instruction.										
6.1	The program includes assessments , such as formative (e.g., progress monitoring), and summative (e.g., unit test).										
6.2	There is a framework for, or the program encourages, data-based decision making.										
6.3	Program includes clear guidance on how to group children for supplemental instruction. The program provides for varied means of accessing content and demonstrating learning ,										
6.4	helping teachers meet the diverse needs of students with disabilities and English language learners.										
	Subtotal (4 points max)										
Indicator	Criterion #7	Evidence/Comments									
		cedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.									
7.1	Materials are well organized and easy to locate.										
7.2	Teacher editions are concise and easy to navigate with clear connections between teacher resources.										
	The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding.										
7.4	The materials provide guidance about the amount of time a task might reasonably take.										
	Subtotal (4 points max)										
Indicator	Criterion #8	Evidence/Comments									
	Professional development	t: The program has aligned professional development opportunities for teachers.									
8.1	The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).										
	Subtotal (1 point max)										

	Phase I: Initial Review for Core Instructional Programs in First Grade							
Date:								
Name of Provider:								
Product Title and Edition:								
Publication Year:								
Contact Person:		1						+ + -
Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicate one point.	r will be reviewed as "Meets Expectations" or "Does Not Meet Expectations," with evidence and/or comments to support the rating. Each indicator is worth							
Meets Expectations: Indicates the program meets the standard for the indicator based on the instructional	program and other evidence submitted by the provider.							
Does Not Meet Expectations: Indicates the program does not meet the standard for the indicator (limited								
Right to Appeal: If you are appealing a review decision, please follow the instructions provided in the Notice	e of Denial. All review appeal submissions must be submitted within 14 days of receipt of the Notice of Denial.							
Indicator Criterion #1	Evidence/Comments							
Research-based: The program is base	on reliable, trustworthy, and valid evidence consistent with science-based reading research.							
The program does not require or encourage three-cueing (students gaining meaning from								
The program does not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or graphophonic cues); meaning, structure, and visual								
1.1 [MSV] cues; or visual memory for word recognition. Non-negotiable if the program receives a score of "does not meet expectations" on this indicator, the rest of the program will be scored, but the program will receive an overall rating of "does not meet expectations."								
1.2 There is obvious emphasis on teaching and learning foundational literacy skills , including oral language, phonics, spelling, fluency, comprehension, and vocabulary.								
language, phonics, spelling, fluency, comprehension, and vocabulary.								
The program clearly builds upon essential early literacy skills by integrating prior knowledge with explicit and systematic focus on phonics, practice for applying phonics, and word analysis skills kills								
The program provides evidence of research and theoretical models consistent with science-								
based reading research with reference to research articles and websites. Subtotal (4 points max)		-	-					
Indicator Criterion #2	Evidence/Comments							+ +
and the specific skills taught,	a sequence for teaching the skills over the course of a year, and a timeline showing when skills are taught as well as when high priority skills are reviewed. The skills are shown by week, month and/or unit.							
The scope and sequence for a skill shows a clear progression from simple to complex across								
subcomponent areas (e.g., phonics, vocabulary).		1						
2.2 Foundational skills are cumulatively reviewed, and there are opportunities for practice.								
Subtotal (2 points max)						\Box		
Indicator Criterion #3 Evalid Instruction: Method of teaching	Evidence/Comments that emphasizes proceeding in small steps checking for understanding and active participation							+ +
	that emphasizes proceeding in small steps, checking for understanding, and active participation.							+ + +
3.1 Lessons include instructional routines that allow for teacher modeling of a new skill step-by- step, followed by guided practice prior to independent practice.								
3.2 Routines include the teacher language and vocabulary needed to introduce and/or explain the new skill through modeling.								
3.3 There are multiple opportunities for students to practice and apply learned skills to								
3.4 feedback.		1						
Subtotal (4 points max)								
Indicator Criterion #4	Evidence/Comments							
Systematic Instruction: The structured lesson format includes a plan, pro 4.1 Clear and consistent lesson format is present for all components.	cedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.							
4.2 There is a daily schedule of lessons, noting suggestions for the length of lesson and units.								
4.3 Independent or group practice occurs after teacher-led instruction on the essential skills, not before the teacher-led instruction and not without it or instead of it.								
4.4 Teacher manuals include directions for how to implement lessons (e.g., target skill, a script								
for wording, step-by-step sequence of instruction, materials needed). Subtotal (4 points max)		-						+ + -
Indicator Criterion #5	Evidence/Comments							+ + +
Coordin	ated Components: Elements of the program are clearly aligned.							
5.1 Program is aligned to the Virginia Standards of Learning and Curriculum Frameworks (e.g.,								
5.2 The program uses the same routines , terminology , and procedures across skill areas and over								
time. 5.3 Skills are integrated across areas (e.g., phonics and vocabulary).		1	-					+
		+	1					+ +
5.4 Lessons and materials are available for differentiating instruction for students who need scaffolding and supports and for students needing extension.		1						
Subtotal (4 points max)		l						
Indicator Criterion #6	Evidence/Comments							
Related Elements: The	program contains features that are optimal for delivering effective instruction.							
The program includes assessments , such as formative (e.g., progress monitoring), and summative (e.g., unit test).								
6.2 There is a framework for, or the program encourages, data-based decision making.								
6.3 Program includes clear guidance on how to group children for supplemental instruction. The program provides for varied means of accessing content and demonstrating learning,								
6.4 helping teachers meet the diverse needs of students with disabilities and English language								
learners. Subtotal (4 points max)		1	 					+ +
Indicator Criterion #7	Evidence/Comments							1 1
Systematic Instruction: The structured lesson format includes a plan, pro	cedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.							
7.1 Materials are well organized and easy to locate.								
7.2 Teacher editions are concise and easy to navigate with clear connections between teacher resources.								
7.3 The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding.								
7.4 The materials provide guidance about the amount of time a task might reasonably take.								
Subtotal (4 points max)								
Indicator Criterion #8	Evidence/Comments							
The company of the still t	t: The program has aligned professional development opportunities for teachers.	-	-					+ + -
8.1 The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).		1						
Subtotal (1 point max)								

	Phase I: Initial Review for Core Instructional Programs in Second Grade										
Date:	Those is initial never for core instructional regions in second disac	1									
Name of Provider:											
Product Title and Edition:											
Publication Year:											
Contact Person:											
Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicate one point.	r will be reviewed as "Meets Expectations" or "Does Not Meet Expectations," with evidence and/or comments to support the rating. Each indicator is worth										
Meets Expectations: Indicates the program meets the standard for the indicator based on the instructional	program and other evidence submitted by the provider									_	
Does Not Meet Expectations: Indicates the program does not meet the standard for the indicator (limited or				_							
	of Denial. All review appeal submissions must be submitted within 14 days of receipt of the Notice of Denial.										
Indicator Criterion #1	Evidence/Comments										
Research-based: The program is base	on reliable, trustworthy, and valid evidence consistent with science-based reading research.										
The program does not require or encourage three-cueing (students gaining meaning from											
print through semantic, syntactic or graphophonic cues); meaning, structure, and visual (MSV) cues; or visual memory for word recognition. Non-negotiable. If the program receives a											
score of "does not meet expectations" on this indicator, the rest of the program will be scored, but the program will receive an overall rating of "does not meet expectations."											
scored, but the program will receive an overall rating of "does not meet expectations."											
There is obvious emphasis on teaching and learning foundational literacy skills, including oral											
1.2 There is obvious emphasis on teaching and learning foundational literacy skills , including oral language, phonics, spelling, fluency, comprehension, and vocabulary.											
The program clearly builds upon essential early literacy skills by integrating prior knowledge with explicit and systematic focus on phonics, practice for applying phonics, and word analysis											
skills.					1						
The program provides evidence of research and theoretical models consistent with science- based reading research with reference to research articles and websites.		1		1							
Subtotal (4 points max)		-	_	_	-			\vdash		+ +	
Indicator Criterion #2	Evidence/Comments								 		
	a sequence for teaching the skills over the course of a year, and a timeline showing when skills are taught as well as when high priority skills are reviewed. The skills are shown by week, month and/or unit.										
	shown by week, month and/or unit.										
2.1 The scope and sequence for a skill shows a clear progression from simple to complex across							_	7			
subcomponent areas (e.g., phonics, vocabulary). 2.2 Foundational skills are cumulatively reviewed, and there are opportunities for practice.		-									
2.2 Foundational skills are cumulatively reviewed, and there are opportunities for practice. Subtotal (2 points max)		-		_	-			\vdash		+	
Indicator Criterion #3	Evidence/Comments								 	+	
Explicit Instruction: Method of teaching	that emphasizes proceeding in small steps, checking for understanding, and active participation.										
3.1 Lessons include instructional routines that allow for teacher modeling of a new skill step-by-											
step, followed by guided practice prior to independent practice.											
3.2 Routines include the teacher language and vocabulary needed to introduce and/or explain the											
I new skill through modeling.											
3.3 There are multiple apportunities for students to greatise and apply learned skill two											
Subtotal (4 points max)											
Indicator Criterion #4	Evidence/Comments										
Systematic Instruction: The structured lesson format includes a plan, pro	redure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.										
4.1 Clear and consistent lesson format is present for all components.											
4.2 There is a daily schedule of lessons, noting suggestions for the length of lesson and units.										_	
4.3 Independent or group practice occurs after teacher-led instruction on the essential skills, not before the teacher-led instruction and not without it or instead of it.											
4.4 Teacher manuals include directions for how to implement lessons (e.g., target skill, a script											
for wording, step-by-step sequence of instruction, materials needed).											
Subtotal (4 points max)											
Indicator Criterion #5	Evidence/Comments sted Components: Elements of the program are clearly aligned.										
Coordin	accu components: crements or une program are creany augmen.									1	
5.1 Program is aligned to the Virginia Standards of Learning and Curriculum Frameworks (e.g., correlation charts).											
5.2 The program uses the same routines, terminology, and procedures across skill areas and over											
time.											
5.3 Skills are integrated across areas (e.g., phonics and vocabulary).											
5.4 Lessons and materials are available for differentiating instruction for students who need scaffolding and supports and for students needing extension.		1		1							
scaffolding and supports and for students needing extension. Subtotal (4 points max)		 		—				\vdash		+ +	
Indicator Criterion #6	Evidence/Comments										
	program contains features that are optimal for delivering effective instruction.										
6.1 The program includes assessments, such as formative (e.g., progress monitoring), and											
summative (e.g., unit test).			<u> </u>								
8		-	-	_	1			\vdash	 	+ +	
The program provides for varied means of accessing content and demonstrating learning.		-	_	_	-			\vdash		+ +	
6.4 helping teachers meet the diverse needs of students with disabilities and English language learners.											
Subtotal (4 points max)											
Indicator Criterion #7	Evidence/Comments										
Systematic Instruction: The structured lesson format includes a plan, pro	sedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.				-					+ +	
7.1 Materials are well organized and easy to locate.		 		_	-						
7.2 Teacher editions are concise and easy to navigate with clear connections between teacher resources.											
		†						\vdash		+	
7.3 The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding.											
7.4 The materials provide guidance about the amount of time a task might reasonably take.											
Subtotal (4 points max)											
Indicator Criterion #8	Evidence/Comments										
	: The program has aligned professional development opportunities for teachers.		_	_	-			\vdash		+ +	
The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).		1		1							
Subtotal (1 point max)		l									

	Phase I: Initial Review for Core Instructional Programs in Third Grade									
Date:	This is mind teries to core institutional riograms in this diduce									
Name of Provider:										
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	will be reviewed as "Meets Expectations" or "Does Not Meet Expectations," with evidence and/or comments to support the rating. Each indicator is worth									
one point.	will be reviewed as infects Expectations of Does not week Expectations, with evidence analysis committees to support the rading. Each mutation is worth									
Meets Expectations: Indicates the program meets the standard for the indicator based on the instructional	program and other evidence submitted by the provider.									
Does Not Meet Expectations: Indicates the program does not meet the standard for the indicator (limited of										
	of Denial. All review appeal submissions must be submitted within 14 days of receipt of the Notice of Denial.									
Indicator Criterion #1	Evidence/Comments on reliable, trustworthy, and valid evidence consistent with science-based reading research.									
Research-based: The program is based	on reliable, trustwortny, and valid evidence consistent with science-based reading research.									
The program does not require or encourage three-cueing (students gaining meaning from										
print through semantic, syntactic or graphophonic cues); meaning, structure, and visual (MSV) cues; or visual memory for word recognition. Non-negotiable. If the program receives a										
score of "does not meet expectations" on this indicator, the rest of the program will be scored, but the program will receive an overall rating of "does not meet expectations."										
1.2 There is obvious emphasis on teaching and learning foundational literacy skills, including oral language, phonics, spelling, fluency, comprehension, and vocabulary.										
The program clearly builds upon essential early literacy skills by integrating prior knowledge										
1.3 with explicit and systematic focus on phonics, practice for applying phonics, and word analysis										
skills. 1 A The program provides evidence of research and theoretical models consistent with science-		 			-					
1.4 The program provides evidence of research and theoretical models consistent with science-based reading research with reference to research articles and websites.										
Subtotal (4 points max)										
Indicator Criterion #2	Evidence/Comments									
Sequential and Cumulative: There is a comprehensive scope and sequence including a list of specific skills taught,	a sequence for teaching the skills over the course of a year, and a timeline showing when skills are taught as well as when high priority skills are reviewed. The skills are shown by week, month and/or unit.									
The second second for all the second second for a second s	snown by week, month and/or bill.		-							
2.1 The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).										
Foundational skills are cumulatively reviewed, and there are opportunities for practice.										
Subtotal (2 points max)										
Indicator Criterion #3	Evidence/Comments									
	hat emphasizes proceeding in small steps, checking for understanding, and active participation.	-		-						\vdash
3.1 Lessons include instructional routines that allow for teacher modeling of a new skill step-by- step, followed by guided practice prior to independent practice.		1	1	1	1					
3.2 Routines include the teacher language and vocabulary needed to introduce and/or explain the new skill through modeling.										
3.3 There are multiple apportunities for students to practice and apply learned skills to										
3.4 feedback.										
Subtotal (4 points max) Indicator Criterion #4	Fyidence/Comments									
	edure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.									
4.1 Clear and consistent lesson format is present for all components.										
4.2 There is a daily schedule of lessons, noting suggestions for the length of lesson and units.										
4.3 Independent or group practice occurs after teacher-led instruction on the essential skills, not										
before the teacher-led instruction and not without it or instead of it.										
Teacher manuals include directions for how to implement lessons (e.g., target skill, a script										
for wording, step-by-step sequence of instruction, materials needed). Subtotal (4 points max)										
Indicator Criterion #5	Evidence/Comments									
Coordin	tted Components: Elements of the program are clearly aligned.									
5.1 Program is aligned to the Virginia Standards of Learning and Curriculum Frameworks (e.g.,										
correlation charts).		-	-							
The program uses the same routines, terminology, and procedures across skill areas and over time.		1								
5.3 Skills are integrated across areas (e.g., phonics and vocabulary).		t								
scaffolding and supports and for students needing extension.										\bot
Subtotal (4 points max)	Evidence/Comments									
Indicator Criterion #6 Related Elements: The	Evidence/Comments program contains features that are optimal for delivering effective instruction.									+
6.1 The program includes assessments, such as formative (e.g., progress monitoring), and summative (e.g., unit test).		<u></u>	<u></u>	<u></u> _	<u></u> _			<u></u>		
6.2 There is a framework for, or the program encourages, data-based decision making.										
6.3 Program includes clear guidance on how to group children for supplemental instruction. The program provides for varied means of accessing content and demonstrating learning.										
6.4 helping teachers meet the diverse needs of students with disabilities and English language		1								
learners. Subtotal (4 points max)		1			-					
Indicator Criterion #7	Evidence/Comments									
Systematic Instruction: The structured lesson format includes a plan, pro	edure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.									
7.1 Materials are well organized and easy to locate.										
7.2 Teacher editions are concise and easy to navigate with clear connections between teacher										
resources.		-	-	-						
7.3 The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding.		1								
7.4 The materials provide guidance about the amount of time a task might reasonably take.										
Subtotal (4 points max)										
Indicator Criterion #8	Evidence/Comments									
	: The program has aligned professional development opportunities for teachers.		-							
8.1 The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).										
Subtotal (1 point max)		1								
		-	-		•				· · · · · · · · · · · · · · · · · · ·	

Date:		1							
Name of Provider:								+	
Product Title and Edition:									
Publication Year:									
Contact Person:									
Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicate one point.	or will be reviewed as "Meets Expectations" or "Does Not Meet Expectations," with evidence and/or comments to support the rating. Each indicator is worth								
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	e of Denial. All review appeal submissions must be submitted within 14 days of receipt of the Notice of Denial.								
Indicator Criterion #1	Evidence/Comments								
Research-based: The program is base	d on reliable, trustworthy, and valid evidence consistent with science-based reading research.								
The program does not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or graphophotic cuest), meaning, structure, and wist at 1.1 MSVJ cuest, or visual memory for word recognition. Non-negotiable. If the program receives a score of "does not meet expectations" on this indicator, the rest of the program will be scored, but the program will receive an overall rating of "does not meet expectations."									
1.2 There is obvious emphasis on teaching and learning foundational literacy skills, including oral language, phonics, spelling, fluency, comprehension, and vocabulary.									
The program clearly builds upon essential early literacy skills by integrating prior knowledge									
with explicit and systematic focus on phonics, practice for applying phonics, and word analysis skills. The program provides evidence of research and theoretical models consistent with science-									
1.4 Ine program provides evidence of research and theoretical models consistent with science- based reading research with reference to research articles and websites. Subtotal (4 points max)									
Subtotal (4 points max) Indicator Criterion #2	Evidence/Comments				 		\rightarrow		-
							-		
	a sequence for teaching the skills over the course of a year, and a timeline showing when skills are taught as well as when high priority skills are reviewed. The skills are shown by week, month and/or unit.								
The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).									
2.2 Foundational skills are cumulatively reviewed, and there are opportunities for practice.									
Subtotal (2 points max									
Indicator Criterion#3	Evidence/Comments								
	that emphasizes proceeding in small steps, checking for understanding, and active participation.								+-+
3.1 Lessons include instructional routines that allow for teacher modeling of a new skill step-by- step, followed by guided practice prior to independent practice.									
3.2 Routines include the teacher language and vocabulary needed to introduce and/or explain the new skill through modeling.									
3.3 There are multiple opportunities for students to practice and apply learned skills to									
3.4 feedback.									
Subtotal (4 points max)									
Indicator Criterion #4 Systematic Instruction: The structured lesson format includes a plan, pro	Evidence/Comments cedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.						_		
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Page	Indicator Criterion #1	on reliable trustworthy, and valid suidence consistent with science based reading a greater h								
1		on remains, transferring and remained communication was remained and resolution.								
Part	The program does not require or encourage three-cueing (students gaining meaning from print through semantic, syntactic or graphophonic cues); meaning, structure, and visual									
Part	1.1 (MSV) cues; or visual memory for word recognition. Non-negotiable. If the program receives a									
Part	scored, but the program will receive an overall rating of "does not meet expectations."									
Part	The state of the s									
Part	1.2 Infere is obvious emphasis on teaching and learning foundational literacy skills , including oral language, phonics, spelling, fluency, comprehension, and vocabulary.									
March Marc	The program clearly builds upon essential early literacy skills by integrating prior knowledge									
## Control of the Control of Cont	skills.									
	1.4 The program provides evidence of research and theoretical models consistent with science-									
Marie Mari				-						+
Part		Evidence/Comments								
1 1 1 1 2 2 2 2 2 2										
Management 1		shown by week, month and/or unit.								
Mathematical part Math	2.1 The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary)									
Maria Maniforma			-			-				+ +
Mathematical Math										
1	Indicator Criterion #3	Evidence/Comments								
Marian M		that emphasizes proceeding in small steps, checking for understanding, and active participation.			-					
100 100	3.1 Lessons include instructional routines that allow for teacher modeling of a new skill step-by-									
1										
18 18 18 18 18 18 18 18	l new skill through modeling.									
Part	3.3 There are multiple opportunities for students to practice and apply learned skills to									
Mathematical Math	3.4 feedback.									-
Part Separate Part Separate Separa		Evidence/Comments								
1	Systematic Instruction: The structured lesson format includes a plan, pro	cedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework.								
4. Springer for group president search and in the submit will will be shirt freshold will be shirt freshirt freshold will be shirt freshold will be shirt freshold will										
A										
4. Sector manuals within depertation from two is implement leasure (e.g., Larger all a) will be a proper part of participal manuals within depertation, material readough (a) point manual manuals within depertation of the program is aligned to the Vigoria Standards of Largering and Curio/Luin Transcucks (e.g. common of Camping and Curio/Luin Transcucks) (e.g. common of Camping and	4.3 Independent or group practice occurs after teacher-led instruction on the essential skills, not									
March Marc	 									
Marie Mari	for wording, step-by-step sequence of instruction, materials needed).									
Part										
5.1 Program adjugand to the Virginis Standards of Learning and Curriculum Frameworks (e.g., ornational characts). 5.2 In program uses the same routines, terminology, and procedures scross skill areas and over line. 5.3 Aski we integrated across means (e.g., phonics and vicebolushy). 5.4 Aski we will degree a same framework in the program includes askessments, such as formulation for students with in need and an approximate of the program includes askessments, such as formulation (e.g., programs monitoring). 5.4 In the program includes askessments, such as formulative (e.g., programs monitoring). 5.5 Aski we integrated across means (e.g., phonics and vicebolushy). 5.6 Aski we integrated across means (e.g., phonics and vicebolushy). 5.7 Aski we integrated across means (e.g., phonics and vicebolushy). 5.8 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e.g., phonics and vicebolushy). 5.9 Aski we integrated across means (e	Indicator Criterion #5									
Contaction Chartests	Program is aligned to the Virginia Standards of Learning and Curriculum Frameworks (e.g.									
Minor Mino	correlation charts).									
No.	5.2 The program uses the same routines , terminology , and procedures across skill areas and over							7	П	
5.4 Excora and materials are available for efferentiating intrinuction for students when need supports and of subtest (4 points may) 1. The program includes assessments, such as formative (e.g., progress monitoring), and unmarker (e.g., unit test). 2. There is a framework for, or the program encourages, data-based decision making. 3. The program includes assessments, such as formative (e.g., progress monitoring), and unmarker (e.g., unit test). 3. The program includes cases publicate on how to group children for supplemental instruction. 4. The program encourages, data-based decision making. 5. There is a framework for, or the program encourages, data-based decision making. 5. There is a framework for suddents with disabilities and fight language. 6. There is a framework for suddents with disabilities and fight language. 6. There is a framework for suddents with disabilities and fight language. 7. The formation of the diversion of the disabilities and explosit language. 7. There is a framework for suddents with disabilities and explosit language. 7. There is a formative device and a support suddents with a regular school year, and the pacing of content can be reasonably completed within a regular school year, and the pacing of content can be reasonably completed within a regular school year, and the pacing of content can be reasonably completed within a regular school year, and the pacing of content can be reasonably completed within a regular school year, and the pacing of content can be reasonably completed within a regular school year, and the pacing of content can be reasonably completed within a regular school year, and the pacing of content can be reasonably and the substitution of firms a task might reasonably take. 8. The score and sequence for a skill shows a clear progression from simple to complex across because the score of the score of the score of the score of the skill shows a clear progression from simple to complex across. 8. The score and sequence for a skill shows a clear progre	time.			-						+
Subtool (points ma)										+ +
Subtool (points ma)	5.4 Lessons and materials are available for differentiating instruction for students who need scaffolding and supports and for students needing extension.									
Related Blemetts The program includes assessments, such as formative (e.g., progress monitoring), and 6.1 The program includes assessments, such as formative (e.g., progress monitoring), and 6.2 The rest is finework for, of the program encourages, data-based decision making. 6.3 The program includes for the program encourages, data-based decision making. 6.4 The program includes for the program encourages, data-based decision making. 6.5 The program includes for the program encourages, data-based decision making. 6.6 The program includes for the program encourages, data-based decision making. 6.6 The program includes for the program encourages, data-based decision making. 6.6 The program includes for the program encourages, data-based decision making. 6.7 The program includes for the program encourages, data-based decision making. 6.8 The program includes for the program encourages, data-based decision making. 6.9 The program includes a program to the program encourages, data-based decision making. 6.1 The program includes a program promite for the program encourages, data-based decision making. 6.2 The program includes a program promite for the program encourages, data-based decision making. 6.3 The content and program includes a program program for the program encourages, data-based decision making. 6.4 The materials provide guidance about the amount of time a pass and program program for the program has aligned professional development opportunities for teaching a program has aligned professional development opportunities for teachers. 6.1 The scope and sequence for a skill shows a clear progression from simple to complex across substituted program has aligned professional development opportunities for teachers. 8.1 The scope and sequence for a skill shows a clear progression from simple to complex across substituted to the procram program area (e.g., professional development opportunities for teachers.) 8.2 The content can be reasonably completed within a regular school year, and the passi	Subtotal (4 points max)									
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1 the forgeram provides for varied means of accessing content and demonstrating learning, learni	6.2 There is a framework for, or the program encourages, data-based decision making.									
6. helping teachers meet the diverse needs of students with disabilities and English language learned and easy to Criterion 87 Systematic Instruction. The structured lesson format includes a plan, procedure, or routine that is carried through the sequence of teaching skills. There is a clear and consistent instructional framework. 7.1 Materials are well organized and easy to locate. 7.2 Teacher editions are concise and easy to navigate with clear connections between teacher resources. 7.3 The content can be reasonably completed within a regular school year, and the pacing of content allows for maximum student understanding. 7.4 The materials provide guidance about the amount of time a task might reasonably take. 8.1 Subcomponent areas (e.g., phonics, vocabulary). 8.2 The scope and sequence for a skill shows a clear progression from simple to complex across subcomplex across	The program provides for varied means of accessing content and demonstrating learning.									+
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Indicator Criterion #8 Evidence/Comments Professional development: The program has aligned professional development opportunities for teachers. 8.1 The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).										+
Professional development: The program has aligned professional development opportunities for teachers. 8.1 The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).		Fyidence/Comments								+ +
8.1 The scope and sequence for a skill shows a clear progression from simple to complex across subcomponent areas (e.g., phonics, vocabulary).										
Subtotal (1 point max)										\perp
	Subtotal (1 point max)		1	1		1				

Core Instructional Program Ratings Summary

Virginia review teams summarize Core Instructional Program Reviews on this summary tab. Core instructional programs must receive a rating of "Meets Expectations" in both Phase I and Phase II to be included in the Recommended Core Instructional Program Guide that will be sent to the Virginia Department of Education and the Virginia Board of Education for review and approval.

Phase I (Initial Program Review): Features of Evidence-Based Core Instructional Literacy Programs

Phase I Standard: Core instructional programs must receive overall rating of "Meets Expectations" to move to Phase II.

Meets Expectations

- Program receives an overall score of 21-27 across all indicators. **PLUS**
- Program receive a rating of "Meets Expectations" on non-negotiable indicator 1.1

Does Not Meet Expectations

- Program receives an overall rating of <21 points across all indicators **OR**
- Program receives a rating of "Does Not Meet Expectations" for Indicator 1.1

Kindergarten		
Criteria	Rating	Total Points Available
0: Did the program receive a rating of "Meets Expectations" for Indicator 1.1?	No	If no, overall rating is "Does Not Meet Expectations"
1: Research-Based	4	out of 4
2: Sequential and Cumulative	2	out of 2
3: Explicit Instruction	4	out of 4
4: Systematic Instruction	4	out of 4
5: Coordinated Components	4	out of 4
6: Related Elements	4	out of 4
7: Usability	4	out of 4
8: Professional Learning	1	out of 1
	27	Total Points (out of 27)
	Overall Rating	Does Not Meet Expecatations
First Grade		
Criteria	Rating	Total Points Available
0: Did the program receive a rating of "Meets Expectations" for Indicator 1.1?	No	If no, overall rating is "Does Not Meet Expectations"
1: Research-Based	4	out of 4
2: Sequential and Cumulative	2	out of 2
3: Explicit Instruction	4	out of 4
4: Systematic Instruction	4	out of 4
5: Coordinated Components	4	out of 4
6: Related Elements	4	out of 4
7: Usability	4	out of 4
8: Professional Learning	1	out of 1
	27	Total Points (out of 27)
	Overall Rating	Does Not Meet Expecatations

Second Grade		
Criteria	Rating	Total Points Available
0: Did the program receive a rating of "Meets Expectations" for Indicator 1.1?	No	If no, overall rating is "Does Not Meet Expectations"
1: Research-Based	4	out of 4
2: Sequential and Cumulative	2	out of 2
3: Explicit Instruction	4	out of 4
4: Systematic Instruction	4	out of 4
5: Coordinated Components	4	out of 4
6: Related Elements	4	out of 4
7: Usability	4	out of 4
8: Professional Learning	1	out of 1
	27	Total Points (out of 27)
	Overall Rating	Does Not Meet Expecatations
Third Grade		
Criteria	Rating	Total Points Available
0: Did the program receive a rating of "Meets Expectations" for Indicator 1.1?	No	If no, overall rating is "Does Not Meet Expectations"
1: Research-Based	4	out of 4
2: Sequential and Cumulative	2	out of 2
3: Explicit Instruction	4	out of 4
4: Systematic Instruction	4	out of 4
5: Coordinated Components	4	out of 4
6: Related Elements	4	out of 4
7: Usability	4	out of 4
8: Professional Learning	1	out of 1
	27	Total Points (out of 27)
	Overall Rating	Does Not Meet Expecatations
Fourth Grade		
Criteria	Rating	Total Points Available
0: Did the program receive a rating of "Meets Expectations" for Indicator 1.1?	No	If no, overall rating is "Does Not Meet Expectations"
1: Research-Based	4	out of 4
2: Sequential and Cumulative	2	out of 2
3: Explicit Instruction	4	out of 4
4: Systematic Instruction	4	out of 4
5: Coordinated Components	4	out of 4
6: Related Elements	4	out of 4
7: Usability	4	out of 4
8: Professional Learning	1	out of 1
	27	Total Points (out of 27)
	Overall Rating	Does Not Meet Expecatations

Phase I Core Rating Summary

Fifth Grade		
Criteria	Rating	Total Points Available
0: Did the program receive a rating of "Meets Expectations" for Indicator 1.1?	No	If no, overall rating is "Does Not Meet Expectations"
1: Research-Based	4	out of 4
2: Sequential and Cumulative	2	out of 2
3: Explicit Instruction	4	out of 4
4: Systematic Instruction	4	out of 4
5: Coordinated Components	4	out of 4
6: Related Elements	4	out of 4
7: Usability	4	out of 4
8: Professional Learning	1	out of 1
	27	Total Points (out of 27)
	Overall Rating	Does Not Meet Expecatations