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: Initial 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.

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: Initial Review for Core Instructional Programs in Kindergarten	
Date:	
Name of Provider:	
Product Title and Edition:	
Publication Year:	
Contact Person:	

Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicator 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.

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 no evidence) based on the instructional program and other evidence submitted by the provider.

Right to Appeal: If you are appealing a review decision, please follow the instructions provided in the Notice 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 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.**	
3.4	Instructions for the teacher to give **immediate and appropriate corrective feedback**.	
	Subtotal (4 points max)	

Indicator	Criterion #4	Evidence/Comments
	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.	
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
	Coordinated 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).	
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).	

Indicator		Evidence/Comments
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.	
6.4	The program provides for **varied means of accessing content and demonstrating learning**, 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, 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.	
	Subtotal (4 points max)	
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).	
	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:											

Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicator 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.

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 no evidence) based on the instructional program and other evidence submitted by the provider.

Right to Appeal: If you are appealing a review decision, please follow the instructions provided in the Notice 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 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.**	
3.4	There are opportunities for students to **practice and apply learned skills** in multiple contexts with corrective feedback.	
	Subtotal (4 points max)	

Indicator	Criterion #4	Evidence/Comments
	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.	
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
	Coordinated 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).	
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.	
	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.	
6.4	The program provides for **varied means of accessing content and demonstrating learning**, 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, 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.	
	Subtotal (4 points max)	

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).	
	Subtotal (1 point max)	

Phase I: Initial Review for Core Instructional Programs in Second Grade															
Date:															
Name of Provider:															
Product Title and Edition:															
Publication Year:															
Contact Person:															

Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicator 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.

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 no evidence) based on the instructional program and other evidence submitted by the provider.

Right to Appeal: If you are appealing a review decision, please follow the instructions provided in the Notice 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 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.**														
3.4	There are multiple opportunities for students to **practice and apply learned skills** with appropriate, corrective **feedback**.														
	Subtotal (4 points max)														

Indicator	Criterion #4	Evidence/Comments													
	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.														
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													
	Coordinated 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).														
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.														
	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.														
6.4	The program provides for **varied means of accessing content and demonstrating learning,** 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, 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.														
	Subtotal (4 points max)														

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).														
	Subtotal (1 point max)														

Phase I: Initial Review for Core Instructional Programs in Third Grade

Date:
Name of Provider:
Product Title and Edition:
Publication Year:
Contact Person:

Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicator 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.

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 no evidence) based on the instructional program and other evidence submitted by the provider.

Right to Appeal: If you are appealing a review decision, please follow the instructions provided in the Notice 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 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.**	
3.4	Lessons provide opportunities for students to **receive and get appropriate corrective feedback**.	
	Subtotal (4 points max)	

Indicator	Criterion #4	Evidence/Comments
	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.	
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
	Coordinated 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).	
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.	
	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.	
6.4	The program provides for **varied means of accessing content and demonstrating learning,** 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, 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.	
	Subtotal (4 points max)	

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).	
	Subtotal (1 point max)	

Date:													
Name of Provider:													
Product Title and Edition:													
Publication Year:													
Contact Person:													

Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicator 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.

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 no evidence) based on the instructional program and other evidence submitted by the provider.

Right to Appeal: If you are appealing a review decision, please follow the instructions provided in the Notice 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 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.**												
3.4	There are opportunities for students to **practice and apply** learned skills with corrective feedback.												
	Subtotal (4 points max)												

Indicator	Criterion #4	Evidence/Comments											
	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.												
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											
	Coordinated 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).												
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.												
	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.												
6.4	The program provides for **varied means of accessing content and demonstrating learning,** 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, 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.												
	Subtotal (4 points max)												

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).												
	Subtotal (1 point max)												

Phase I: Initial Review for Core Instructional Programs in Fifth Grade		
Date:		
Name of Provider:		
Product Title and Edition:		
Publication Year:		
Contact Person:		
Rating Definitions: Reviewers will evaluate instructional programs based on the rubric below. Each indicator 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.		
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 no evidence) based on the instructional program and other evidence submitted by the provider.		
Right to Appeal: If you are appealing a review decision, please follow the instructions provided in the Notice 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 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.**	
3.4	There are multiple opportunities for students to **practice and apply learned skills** with appropriate corrective **feedback**.	
	Subtotal (4 points max)	

Indicator	Criterion #4	Evidence/Comments
	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.	
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
	Coordinated 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).	
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.	
	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.	
6.4	The program provides for **varied means of accessing content and demonstrating learning,** 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, 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.	
	Subtotal (4 points max)	

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).	
	Subtotal (1 point max)	

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 Expecations**

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 Expecations**

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

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**