

**Phase II: In-depth 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 fulfill 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.

Kindergarten

Phase II: In-Depth 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.

Criterion #1

Indicators	Phonological and Phonemic Awareness	Evidence/Comments
1.1	A detailed <b>scope and sequence</b> of phonological and phonemic awareness skills <b>progresses from easier</b> (e.g., blending compound words or segmenting onset-rime) <b>to more difficult</b> (e.g., segmenting phonemes).	
1.2	<b>New skills are explicitly taught</b> using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice.	
1.3	Lessons include specific and precise <b>teacher language</b> for immediate and corrective <b>feedback</b> .	
1.4	Students are taught strategies to demonstrate and practice <b>how sounds are connected to letters</b> (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).	
1.5	Students <b>analyze spoken words at the phoneme level</b> , including segmenting individual phonemes.	
1.6	<b>Movement</b> and/or <b>manipulatives</b> are used to make sounds in words concrete.	
1.7	Instructional time is focused on <b>high-priority skills</b> such as isolating beginning phonemes, blending, and segmenting.	
1.8	Students are taught to <b>pull apart the two phonemes</b> in consonant blends when <b>segmenting</b> .	
1.9	Students spend time practicing to listen, identify, and produce <b>sounds at the phoneme level</b> .	
1.10	The activities and materials are designed to elicit high levels of responding and <b>engagement</b>	
1.11	Program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	
<b>Subtotal (11 points max)</b>		

Criterion #2

Indicators	Phonics and Word Study (Non-Negotiable)	Evidence/Comments
2.1	There is a detailed <b>scope and sequence</b> of phonics skills that <b>progresses from simple</b> letter-sounds <b>to more complex</b> patterns.	
2.2	There is a <b>predictable phonics routine</b> that emphasizes the <b>connection between graphemes and phonemes</b> .	
2.3	<b>New skills are explicitly taught</b> using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback.	
2.4	Lessons include specific and precise <b>teacher language</b> for immediate and corrective <b>feedback</b> .	
2.5	Letter-sound instruction <b>starts with high-utility letters</b> (i.e., m, s, a, r, t).	

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2.6	Letter-sound instruction <b>integrates</b> the <b>letter name, sound,</b> and explicitly and systematically how to write the <b>symbol.</b>	
2.7	<b>Easily confused letters, letter-sounds and words</b> (those that look or sound similar) are <b>not taught in close sequence.</b>	
2.8	A few <b>short vowel letter-sounds</b> are <b>taught early</b> so students can blend VC and CVC patterns to read and write words.	
2.9	There is an <b>explicit strategy for blending</b> letter sounds into words.	
2.10	There are multiple <b>opportunities to practice blending</b> letter sounds for the purpose of reading and writing words.	
2.11	Students are taught and practice how to <b>encode regular words</b> for which they know all letter sounds.	
2.12	There are sufficient practice opportunities with <b>word lists, phrases and decodable texts</b> to build automaticity.	
2.13	<b>Regular word types are introduced first</b> (e.g., VC, CVC, CV).	
2.14	<b>Irregularities</b> are pointed out in <b>high-utility words</b> (i.e., have, I, said) while still focusing <b>attention on the predictable</b> letter-sound combinations.	
2.15	<b>Irregular, high-utility words</b> are introduced and practiced to automaticity.	
2.16	<b>Words are taught and learned in isolation before practiced in text;</b> words in texts used for independent reading are the ones that have been taught in prior phonics lessons.	
2.17	There is <b>cumulative review</b> to build automaticity of known letter-sound combinations and words.	
2.18	There are repeated opportunities to read words in <b>controlled decodable text</b> that contain the phonic elements and irregular words students have learned previously.	
2.19	Activities and materials are designed to elicit high levels of student response and <b>engagement.</b>	
2.20	Program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	
<b>Subtotal (20 points max)</b>		

**Criterion #3**

Indicators	Vocabulary	Evidence/Comments
3.1	There is a detailed <b>scope and sequence</b> of vocabulary skills.	
3.2	Words selected for instruction are <b>rich, high-utility words</b> that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction.	
3.3	New words are explicitly <b>modeled</b> using <b>student-friendly definitions,</b> multiple <b>examples</b> and non-examples, and students are given opportunity to <b>practice</b> using the words.	
3.4	Words that have been taught are repeated <b>multiple times</b> in a <b>variety of contexts.</b>	
3.5	New words are <b>integrated into example sentences</b> and students are prompted to use the new words in sentences in <b>oral and written responses.</b>	
3.6	There is <b>cumulative review</b> and practice of previously learned words.	
3.7	Students are exposed to a <b>breadth of vocabulary</b> words through <b>high-quality text.</b>	
3.8	Activities and materials are designed to elicit high levels of response and <b>engagement.</b>	
<b>Subtotal (8 points max)</b>		

**Criterion #4**

Indicators	Developing Comprehension and Background Knowledge	Evidence/Comments
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4.1	There is a clear <b>scope and sequence</b> that guides listening comprehension instruction, in which the <b>goals are explicitly stated</b> and in which the ideas follow a <b>logical order</b> .	
4.2	Students are explicitly taught to do an <b>oral retelling</b> of events or stories that were read to them.	
4.3	<b>Narrative story structure</b> (e.g., beginning, middle, end) is modeled with multiple examples.	
4.4	The use of <b>informational text structure</b> is modeled with multiple examples.	
4.5	<b>High-utility words</b> are pre-selected and explicitly taught (before, during or after) a <b>read aloud</b> .	
4.6	<b>Comprehension strategies</b> (e.g., questioning, summarizing, creating mental images) are modeled by the teacher <b>through interactive read aloud</b> of high-quality literature and text.	
4.7	The text selections include <b>guiding questions</b> to ask while reading aloud.	
4.8	When students and teachers engage in a read-aloud, the program established a <b>purpose for reading</b> .	
4.9	The program includes a wide <b>variety of fiction and nonfiction high-quality text</b> with relatable experiences that are developmentally appropriate for the grade level for all students.	
4.10	The materials provide a <b>coherent sequence or collection of connected texts</b> that consistently <b>build vocabulary knowledge</b> and knowledge about themes with connected topics and ideas.	
4.11	<b>Complex topics</b> are introduced in a <b>carefully planned sequence</b> through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.	
4.12	The materials support <b>interactive discussion</b> on a wide variety of topics to expand and <b>deepen background knowledge</b> .	
4.13	Activities and materials are designed to elicit high levels of response and <b>engagement</b> .	
<b>Subtotal (13 points max)</b>		
<b>Criterion #5</b>		
<b>Indicators</b>	<b>Small Group Instruction and Independent Practice</b>	<b>Evidence/Comments</b>
5.1	Program provides <b>small group explicit, systematic, and cumulative lessons</b> that instruct on foundational skills.	
5.2	Program provides <b>extension ideas</b> to be used for independent practice.	
5.3	Program provides teacher guidance regarding <b>independent student practice activities</b> to be implemented when teacher is engaged in small group instruction.	
5.4	Program provides guidance on the <b>composition of flexible small groups</b> based on data.	
<b>Subtotal (4 points max)</b>		
<b>Criterion #6</b>		
<b>Indicators</b>	<b>Writing</b>	<b>Evidence/Comments</b>
6.1	Program includes a wide range of <b>authentic writing opportunities</b> .	
6.2	Program includes <b>text-based tasks</b> that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.	
6.3	Program includes <b>explicit handwriting instruction</b> in letter formation.	
6.4	Program includes explicit instruction in <b>idea generation and oral storytelling</b> , that leads to narrative composition.	
6.5	Program includes explicit instruction in <b>grade-level appropriate skills</b> (e.g., sentence construction, basic punctuation, etc.)	
6.6	Program includes opportunities to write in <b>multiple genres</b> for different purposes.	

	<b>Subtotal (6 points max)</b>	
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## Phase II: In-Depth 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.

Criterion #1		
Indicators	Phonological and Phonemic Awareness	Evidence/Comments
1.1	A detailed <b>scope and sequence</b> of phonological and phonemic awareness skills <b>progresses from easier</b> (e.g., blending compound words or segmenting onset-rime) <b>to more difficult</b> (e.g., segmenting phonemes).	
1.2	<b>New skills are explicitly taught</b> using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice.	
1.3	Lessons include specific and precise <b>teacher language</b> for immediate and corrective <b>feedback</b> .	
1.4	Students are taught strategies to demonstrate and practice <b>how sounds are connected to letters</b> (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).	
1.5	Students <b>analyze spoken words at the phoneme level</b> , including segmenting individual phonemes.	
1.6	<b>Movement</b> and/or <b>manipulatives</b> are used to make sounds in words concrete.	
1.7	Instructional time is focused on <b>high-priority skills</b> such as isolating beginning phonemes, blending, and segmenting.	
1.8	Students are taught to <b>pull apart the two phonemes</b> in consonant blends when <b>segmenting</b> .	
1.9	Students spend time practicing to listen, identify, and produce <b>sounds at the phoneme level</b> .	
1.10	The activities and materials are designed to elicit high levels of responding and <b>engagement</b>	
1.11	Program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	
<b>Subtotal (11 points max)</b>		
Criterion #2		
Indicators	Phonics and Word Study (Non-Negotiable)	Evidence/Comments
2.1	There is a detailed <b>scope and sequence</b> of phonics skills that <b>progresses from simple</b> letter-sounds <b>to more complex</b> patterns.	
2.2	There is a <b>predictable phonics routine</b> that emphasizes the <b>connection between graphemes and phonemes</b> .	
2.3	<b>New skills are explicitly taught</b> using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback.	
2.4	Lessons include specific and precise <b>teacher language</b> for immediate and corrective <b>feedback</b> .	
2.5	Letter-sound instruction <b>starts with high-utility letters</b> (i.e., m, s, a, r, t).	

2.6	Letter-sound instruction <b>integrates</b> the <b>letter name, sound,</b> and explicitly and systematically how to write the <b>symbol.</b>	
2.7	<b>Easily confused letters, letter-sounds and words</b> (those that look or sound similar) are <b>not taught in close sequence.</b>	
2.8	A few <b>short vowel letter-sounds</b> are <b>taught early</b> so students can blend VC and CVC patterns to read and write words.	
2.9	There is an <b>explicit strategy for blending</b> letter sounds into words.	
2.10	There are multiple <b>opportunities to practice blending</b> letter sounds for the purpose of reading and writing words.	
2.11	Students are taught and practice how to <b>encode regular words</b> for which they know all letter sounds.	
2.12	There are sufficient practice opportunities with <b>word lists, phrases and decodable texts</b> to build automaticity	
2.13	<b>Regular word types are introduced first</b> (e.g., VC, CVC, CV).	
2.14	<b>Irregularities</b> are pointed out in <b>high-utility words</b> (i.e., have, I, said) while still focusing <b>attention on the predictable</b> letter-sound combinations.	
2.15	<b>Irregular, high-utility words</b> are introduced and practiced to automaticity.	
2.16	<b>Words are taught and learned in isolation before practiced in text;</b> words in texts used for independent reading are the ones that have been taught in prior phonics lessons.	
2.17	There is <b>cumulative review</b> to build automaticity of known letter-sound combinations and words.	
2.18	There are repeated opportunities to read words in <b>controlled decodable text</b> that contain the phonic elements and irregular words students have learned previously.	
2.19	Activities and materials are designed to elicit high levels of student response and <b>engagement.</b>	
2.20	Program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	
<b>Subtotal (20 points max)</b>		

**Criterion #3**

Indicators	Vocabulary	Evidence/Comments
3.1	There is a detailed <b>scope and sequence</b> of vocabulary skills.	
3.2	Words selected for instruction are <b>rich, high-utility words</b> that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction.	
3.3	New words are explicitly <b>modeled</b> using <b>student-friendly definitions,</b> multiple <b>examples</b> and non-examples, and students are given opportunity to <b>practice</b> using the words.	
3.4	Words that have been taught are repeated <b>multiple times</b> in a <b>variety of contexts.</b>	
3.5	New words are <b>integrated into example sentences</b> and students are prompted to use the new words in sentences in <b>oral and written responses.</b>	
3.6	There is <b>cumulative review</b> and practice of previously learned words.	
3.7	Students are exposed to a <b>breadth of vocabulary</b> words through <b>high-quality text.</b>	
3.8	Basic <b>morphemic analysis</b> is taught explicitly and systematically to support the development of word meaning through knowledge of base words, simple prefixes and suffixes (e.g. plural s, ing).	
3.9	Activities and materials are designed to elicit high levels of response and <b>engagement.</b>	

		Subtotal (9 points max)
Criterion #4		
Indicators	Text Reading and Fluency	Evidence/Comments
4.1	Sentence and passage <b>reading is introduced after</b> students can accurately and automatically read a sufficient number of regular and irregular words.	
4.2	The texts students are asked to read independently include both <b>controlled text</b> that contains previously taught phonic elements <b>and other rich, complex text</b> accessible to the student.	
4.3	<b>Fluency building in connected text</b> is done only with passages <b>the student can decode accurately</b> (without hesitation or guessing).	
4.4	There are <b>sufficient numbers of controlled decodable text</b> that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity.	
4.5	<b>Materials</b> are available for teachers to <b>read aloud</b> for the purpose of <b>modeling fluent reading, building vocabulary</b> and <b>background knowledge</b> , and exposing students to text more complex than students could read on their own.	
4.6	Program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to <b>differentiate oral reading fluency instruction</b> based on students' needs and progress.	
		Subtotal (6 points max)
Criterion #5		
Indicators	Developing Comprehension and Background Knowledge	Evidence/Comments
5.1	There is a clear <b>scope and sequence</b> that guides listening comprehension instruction, in which the <b>goals are explicitly stated</b> and in which the ideas follow a <b>logical order</b> .	
5.2	Students are explicitly taught to do an <b>oral retelling</b> of events or stories that were read to them.	
5.3	<b>Narrative story structure</b> (e.g., beginning, middle, end) is modeled with multiple examples.	
5.4	The use of <b>informational text structure</b> is modeled with multiple examples.	
5.5	<b>High-utility words</b> are pre-selected and explicitly taught (before, during or after) a <b>read aloud</b> .	
5.6	<b>Comprehension strategies</b> (e.g., questioning, summarizing, creating mental images) are modeled by the teacher <b>through interactive read aloud</b> of high-quality literature and text.	
5.7	The text selections include <b>guiding questions</b> to ask while reading aloud.	
5.8	When students and teachers engage in a read-aloud, the program established a <b>purpose for reading</b> .	
5.9	The program includes a <b>wide variety of fiction and nonfiction high-quality text</b> with relatable experiences that are developmentally appropriate for the grade level for all students.	
5.10	The materials provide a <b>coherent sequence or collection of connected texts</b> that consistently <b>build vocabulary knowledge</b> and knowledge about themes with connected topics and ideas.	
5.11	<b>Complex topics</b> are introduced in a <b>carefully planned sequence</b> through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.	
5.12	The materials support <b>interactive discussion</b> on a wide variety of topics to expand and <b>deepen background knowledge</b> .	
5.13	Activities and materials are designed to elicit high levels of response and <b>engagement</b> .	
		Subtotal (13 points max)



Criterion #6		
Indicators	Small Group Instruction and Independent Practice	Evidence/Comments
6.1	Program provides <b>small group explicit, systematic, and cumulative lessons</b> that instruct on foundational skills.	
6.2	Program provides <b>extension ideas</b> to be used for independent practice.	
6.3	Program provides teacher guidance regarding <b>independent student practice activities</b> to be implemented when teacher is engaged in small group instruction.	
6.4	Program provides guidance on the <b>composition of flexible small groups</b> based on data.	
	<b>Subtotal (4 points max)</b>	
Criterion #7		
Indicators	Criterion 7: Writing	Evidence/Comments
7.1	Program includes a wide range of <b>authentic writing opportunities</b> .	
7.2	Program includes <b>text-based tasks</b> that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.	
7.3	Program includes <b>explicit handwriting instruction</b> in letter formation.	
7.4	Program includes explicit instruction in <b>idea generation and oral storytelling</b> , that leads to narrative composition.	
7.5	Program includes explicit instruction in <b>grade-level appropriate skills</b> (e.g., sentence construction, basic punctuation, etc.)	
7.6	Program includes opportunities to write in <b>multiple genres</b> for different purposes.	
	<b>Subtotal (6 points max)</b>	

## Phase II: In-Depth 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.

Criterion #1		
Indicators	Phonics and Word Study (Non-Negotiable)	Evidence/Comments
1.1	There is a detailed <b>scope and sequence</b> of phonics patterns <b>moves from simple</b> word types, lengths, and complexities <b>to more complex</b> words, syllable types, and multisyllabic words.	
1.2	There is a <b>predictable phonics routine</b> that emphasizes the <b>connection between graphemes and phonemes</b> .	
1.3	<b>New skills are explicitly taught</b> using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply the new skill with teacher feedback.	
1.4	Lessons include specific and precise <b>teacher language</b> for immediate and corrective <b>feedback</b> .	
1.5	<b>Multisyllabic words</b> are explicitly taught using prefixes, suffixes, syllable types and morphological word parts to aid in word recognition.	
1.6	Larger, <b>high-utility patterns</b> (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.	
1.7	Instruction of similar, <b>easily confused letter patterns</b> are separated in time.	
1.8	There is an <b>explicit strategy</b> for reading <b>multisyllabic words</b> .	
1.9	<b>Spelling</b> is integrated with phonics instruction.	
1.10	There are sufficient practice opportunities with <b>word lists, phrases, and decodable texts</b> to build automaticity.	
1.11	<b>Irregular, high-utility words</b> are introduced (focusing <b>attention on predictable</b> letter-sound combinations) and practiced to automaticity.	
1.12	<b>Words are taught and learned in isolation before practiced in text;</b> words in texts used for independent reading are the ones that have been taught in prior phonics lessons.	
1.13	There are repeated <b>opportunities</b> to read words in <b>controlled decodable text</b> that contain the phonic elements and irregular words students have learned previously.	
1.14	Activities and materials are designed to elicit high levels of student response and <b>engagement</b> .	
1.15	Program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.	
<b>Subtotal (15 points max)</b>		
Criterion #2		
Indicators	Vocabulary	Evidence/Comments
2.1	There is a detailed <b>scope and sequence</b> of vocabulary skills.	

2.2	Words selected for instruction are <b>rich, high-utility words</b> that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction.	
2.3	New words are explicitly <b>modeled</b> using <b>student-friendly definitions</b> , multiple <b>examples</b> and non-examples, and students are given opportunity to <b>practice</b> using the words.	
2.4	Words that have been taught are repeated <b>multiple times</b> in a <b>variety of contexts</b> .	
2.5	New words are <b>integrated into example sentences</b> and students are prompted to use the new words in sentences in <b>oral and written responses</b> .	
2.6	There is <b>cumulative review</b> and practice of previously learned words.	
2.7	Students are exposed to a <b>breadth of vocabulary</b> words through <b>high-quality text</b> .	
2.8	Students are taught simple <b>multiple meaning words</b> .	
2.9	Students are asked to <b>demonstrate understanding</b> word meaning by using words in <b>oral and written sentences</b> .	
2.10	<b>Morphemic analysis</b> is taught explicitly and systematically to support the development of word meaning through knowledge of base words, prefixes and suffixes.	
2.11	Activities and materials are designed to elicit high levels of response and <b>engagement</b> .	
<b>Subtotal (11 points max)</b>		
<b>Criterion #3</b>		
<b>Indicators</b>	<b>Text Reading and Fluency</b>	<b>Evidence/Comments</b>
3.1	The texts students are asked to read independently include both <b>controlled text</b> that contains previously taught phonic elements <b>and other rich, complex text</b> accessible to the student.	
3.2	<b>Fluency building in connected text</b> is done only with passages <b>the student can decode accurately</b> (without hesitation or guessing).	
3.3	There are <b>sufficient numbers of controlled decodable text</b> that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity.	
3.4	<b>Materials</b> are available for teachers <b>to read aloud</b> for the purpose of <b>modeling fluent reading, building vocabulary</b> and <b>background knowledge</b> , and exposing students to text more complex than students could read on their own.	
3.5	Program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to <b>differentiate oral reading fluency instruction</b> based on students' needs and progress.	
<b>Subtotal (5 points max)</b>		
<b>Criterion #4</b>		
<b>Indicators</b>	<b>Developing Comprehension and Background Knowledge</b>	<b>Evidence/Comments</b>
4.1	There is a clear <b>scope and sequence</b> that guides listening comprehension instruction, in which the <b>goals are explicitly stated</b> and in which the ideas follow a <b>logical order</b> .	
4.2	<b>Modeling</b> and <b>thinking aloud</b> are used to <b>identify components of text structure</b> , using text structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.	
4.3	<b>High-utility words</b> are pre-selected and explicitly taught (before, during or after) a <b>read aloud</b> .	

4.4	<b>Comprehension strategies</b> (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text.	
4.5	There are multiple opportunities to listen to and read <b>narrative and expository</b> text forms and engage in interactive <b>discussion of the meanings</b> of text.	
4.6	When students and teachers engage in a read-aloud, the program established a <b>purpose for reading</b> .	
4.7	<b>Differentiation</b> of reading comprehension instruction is linked to <b>assessment data</b> , with <b>flexible grouping</b> based on students' needs and progress.	
4.8	The program includes a wide <b>variety of text</b> with relatable experiences that are developmentally appropriate for the grade level for all students.	
4.9	<b>Previously taught content</b> , skills, and strategies are <b>connected with new content</b> and texts.	
4.10	Lessons include <b>explicit instruction</b> in the structure and use of <b>conventions of informational text</b> such as titles, headings, information from graphs and charts to locate important information.	
4.11	Lessons include <b>explicit instruction</b> in analyzing <b>elements of narrative text</b> and comparing and contrasting elements within and among texts.	
4.12	Program provides guidance for teachers on <b>how to scaffold students' reading</b> of complex text.	
4.13	A <b>coherent sequence</b> of questions and tasks supports students to <b>examine language</b> (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking, and listening.	
4.14	The materials provide a <b>coherent sequence or collection of connected texts</b> that consistently <b>build vocabulary knowledge</b> and knowledge about themes with connected topics and ideas.	
4.15	<b>Complex topics</b> are introduced in a <b>carefully planned sequence</b> through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.	
4.16	The materials support <b>interactive discussion</b> on a wide variety of topics to expand and <b>deepen background knowledge</b> .	
<b>Subtotal (16 points max)</b>		
<b>Criterion #5</b>		
<b>Indicators</b>	<b>Small Group Instruction and Independent Practice</b>	<b>Evidence/Comments</b>
5.1	Program provides <b>small group explicit, systematic, and cumulative lessons</b> that instruct on foundational skills.	
5.2	Program provides <b>extension ideas</b> to be used for independent practice.	
5.3	Program provides teacher guidance regarding <b>independent student practice activities</b> to be implemented when teacher is engaged in small group instruction.	
5.4	Program provides guidance on the <b>composition of flexible small groups</b> based on data.	
5.5	Program provides teachers text supports for <b>scaffolding students' reading of grade level material</b> .	
<b>Subtotal (5 points max)</b>		
<b>Criterion #6</b>		
<b>Indicators</b>	<b>Writing</b>	<b>Evidence/Comments</b>
6.1	Program includes a wide range of <b>authentic writing opportunities</b> .	
6.2	Program includes <b>text-based tasks</b> that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.	
6.3	Program includes explicit instruction in <b>idea generation and planning</b> , that leads to narrative composition.	

6.4	Program includes explicit instruction in <b>grade-level appropriate skills</b> (e.g., grammar.)	
6.5	Program includes opportunities to write in <b>multiple genres</b> for different purposes.	
	<b>Subtotal (5 points max)</b>	

Sheet "Grade 3" is too large to be previewed. Please download the file to view this sheet.

## Phase II: In-Depth Review for Core Instructional Programs in Fourth 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.

Criterion #1		
Indicators	Foundational Reading Skills	Evidence/Comments
1.1	The program provides a detailed <b>scope and sequence</b> that supports the development of advanced word language skills and word analysis skills, beginning with words that are relatively simple in terms of length, roots and affixes, and/or syllabication patterns to words that are morphemically complex and/ or multisyllabic.	
1.2	The reading and spelling of <b>new/unfamiliar words are explicitly taught</b> by integrating prior knowledge of the alphabetic principle, syllabication types, etymological influences, high-utility morphological patterns, and/or word forms (e.g., affixes, roots) to increase fluency of word recognition; they are <b>introduced in isolation</b> (prior to student application) and taught using <b>multiple examples</b> , models, and demonstrations.	
1.3	The reading and spelling of <b>irregular, high-utility words</b> are introduced by drawing <b>attention to both regular and irregular</b> sounds and practiced to increase fluency of word recognition; they are introduced in isolation (prior to student application) and taught using multiple examples, models, and demonstrations.	
1.4	There are opportunities across a lesson or a unit for students to <b>practice decoding and encoding</b> (e.g., reading, hearing, spelling, writing, and saying) new/ unfamiliar/ irregular words with planned teacher feedback.	
1.5	Lessons include specific and precise teacher language for immediate and corrective <b>feedback</b> .	
1.6	Activities and materials are designed to elicit high levels of student response and <b>engagement</b> .	
1.7	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> of foundational reading skills based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (7 points max)</b>		
Criterion #2		
Indicators	Vocabulary Development and Language Skills	Evidence/Comments
2.1	The program provides a detailed <b>scope and sequence</b> that supports the development of vocabulary and language skills.	
2.2	<b>Words selected for vocabulary instruction are rich, high-utility words</b> (Tier 2 and Tier 3) that will appear in complex texts (e.g., reading and writing activities) and in conversation (e.g., speaking and listening activities), including grade-appropriate academic words and phrases, domain-specific words and phrases, words and phrases required for conceptual understanding, figurative language, and/ or technical language.	

2.3	The program provides guidance on <b>how to examine word relationships</b> , tone (e.g., denotation and connotation), semantic gradience, and nuances in word meanings.	
2.4	Students are taught <b>new/ unfamiliar words</b> through <b>explicit</b> , teacher-led modeling and student-friendly definitions; new/ unfamiliar words are integrated into multiple example and non-example sentences and repeated multiple times in a variety of contexts.	
2.5	Students are taught <b>more than one strategy for determining or clarifying the meaning of unknown and multiple-meaning words</b> , including predicting meaning using antonyms and synonyms, analyzing meaningful word parts, using syntactical clues, and consulting general and specialized reference materials (including digital), as appropriate.	
2.6	Students are <b>explicitly and systematically</b> taught <b>morphemic analysis</b> strategies to support the understanding of word meaning through knowledge of root words, prefixes and suffixes.	
2.7	There are opportunities for students to <b>demonstrate understanding</b> of new high-utility, grade appropriate words and phrases through <b>practice</b> in reading, hearing, spelling, writing, and <b>using</b> new words in conversation.	
2.8	There is <b>cumulative review</b> and practice of previously learned words.	
2.9	Activities and materials are designed to elicit high levels of <b>student response and engagement</b> .	
2.10	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> of vocabulary development and language skills based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (10 points max)</b>		
<b>Indicators</b>	<b>Criterion 3: Fluency</b>	<b>Evidence/Comments</b>
3.1	There are <b>more than one, grade-appropriate connected texts</b> for students to <b>practice</b> fluency (i.e., accuracy, rate, and expression).	
3.2	Fluency lessons include <b>teacher-led modeling, oral reading by students, and immediate feedback</b> ; in addition to receiving immediate feedback from their teacher, students also have opportunities to <b>self-monitor</b> to confirm or self-correct word errors while practicing fluency.	
3.3	Materials provide <b>more than one way</b> for students to <b>practice fluency</b> through a variety of activities (e.g., paired reading, readers' theater, poetry).	
3.4	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> of fluency development based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (4 points max)</b>		
<b>Indicators</b>	<b>Criterion 4 : Developing Comprehension and Background Knowledge</b>	<b>Evidence/Comments</b>
4.1	The program provides detailed <b>scope and sequence</b> that supports the development of reading comprehension and background knowledge; previously taught content, skills, and strategies are connected with new texts.	
4.2	The texts and levels of <b>text complexity</b> are appropriate for the students' grade level.	



4.3	The program provides a <b>carefully planned sequence</b> guiding teachers in <b>how to scaffold students' reading of complex text</b> and understanding of complex topics.	
4.4	Materials provide opportunities for students to read grade-appropriate, <b>complex texts in a variety of genres and structures</b> (e.g., narrative, informational, technical, fantasy, prose, poetry, plays) that reflect <b>relatable</b> experiences of all students.	
4.5	Materials provide opportunities for students to read grade-appropriate, complex <b>cross-disciplinary texts</b> (e.g., presidential speeches, scientific articles, charts, and graphs) as well as those with <b>relatable experiences</b> drawn from students' everyday lives (e.g., social media posts, fan fiction, etc.).	
4.6	There are <b>grade-appropriate texts</b> for teachers' use in <b>whole-class</b> contexts for the purposes of reading aloud, modeling fluency, building vocabulary, and developing background knowledge	
4.7	There are <b>grade-appropriate texts</b> for students to read in <b>small groups</b> (e.g., literature circles, book clubs) that appeal to students' interests, provide opportunities for students to practice previously taught reading comprehension and language development skills collaboratively, and enhance understanding of related concepts, topics, or themes.	
4.8	Modeling, think alouds, and/or <b>gradual release of responsibility</b> (e.g., I do, we do, you do) are used to develop metacognitive reading habits, discipline-specific practices, and <b>comprehension strategies</b> (e.g., monitoring comprehension, using graphic organizers, answering questions, generating questions, summarizing) with particular <b>emphasis on citing textual evidence</b> .	
4.9	Modeling, think alouds, and graphic organizers are used to identify <b>components of text structure</b> (e.g., problem-solution, cause-effect, compare-contrast, sequencing) at both the text level (e.g., argument structure, plot structure) and paragraph level (e.g., paragraph organization, signal words), to aid in careful reading and comprehension of narrative and informational texts.	
4.10	Lessons include explicit instruction in identifying two or more <b>themes or main ideas</b> of a narrative and/ or informational text, explaining how the ideas are supported by <b>key details</b> , and in developing <b>summaries</b> .	
4.11	Lessons include <b>explicit instruction in using text features</b> to acquire meaning in narrative texts (e.g., chapters, scenes) and informational texts (e.g., titles, headings, and information from graphs, charts, and photographs), in <b>comparing and contrasting text features</b> (e.g., meaning, tone) within and across texts, and in applying strategies for <b>integrating information</b> from two texts with connected concepts, topics, or themes.	
4.12	There are opportunities for students to engage in <b>extended, productive, conversations</b> about the meaning of texts and a wide variety of topics in order to expand and <b>deepen their background knowledge</b> and language skills; materials provide <b>suggestions for teachers</b> for facilitating productive conversations.	
4.13	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> on developing comprehension and background knowledge based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
	<b>Subtotal (13 points max)</b>	

Indicators	Criterion 5: Writing	Evidence/Comments
5.1	There are opportunities for students to gain familiarity and practice with a <b>wide range of authentic writing processes</b> (e.g., taking notes, brainstorming, creating outlines, revising, incorporating multimedia components, publishing)	
5.2	There are opportunities for students to gain familiarity and practice with a <b>wide range of authentic writing products</b> (e.g., writing summaries, writing short-answer responses, writing formal essays of various genres) that include multimedia component (e.g., graphics, sounds) and visual displays when appropriate to enhance ideas.	
5.3	There are opportunities for students to use <b>text-based tasks</b> (e.g., analyzing, synthesizing, citing textual evidence accurately) that require them to present well-defended claims about the text, provide logically ordered reasons that are supported by facts and details, and use grade-level language, conventions, and vocabulary.	
5.4	There are opportunities for students to gain familiarity and practice with writing in a <b>variety of genres</b> for a <b>variety of purposes, contexts, and audiences</b> .	
5.5	Materials include <b>graphic organizers to generate organizational structures</b> in which ideas are logically grouped to support the writer's purpose and to promote executive functioning.	
5.6	Lessons include <b>explicit instruction in idea generation and planning</b> that leads to opinion/ argumentative compositions, informative compositions, and narrative compositions; there are multiple opportunities for students to <b>practice planning and composing</b> independently.	
5.7	Lessons include <b>explicit instruction</b> in idea generation and planning that leads to research papers and/or projects; there are multiple opportunities for students to <b>practice the research process</b> extensively including conducting research independently, drawing on several sources, assessing the credibility and accuracy of sources, and incorporate the sources by paraphrasing and summarizing.	
5.8	Lessons include <b>explicit instruction in grade-level appropriate skills</b> (e.g., conveying ideas concisely, constructing simple, compound, and complex sentences with appropriate punctuation, constructing paragraphs, applying grammatical conventions etc.) and provides multiple opportunities for students to practice using grade-level <b>grammar and language conventions</b> .	
5.9	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> on writing based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
	<b>Subtotal (9 points max)</b>	

## Phase II: In-Depth 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.

Criterion #1		
Indicators	Foundational Reading Skills	Evidence/Comments
1.1	The program provides a detailed <b>scope and sequence</b> that supports the development of advanced word language skills and word analysis skills, beginning with words that are relatively simple in terms of length, roots and affixes, and/or syllabication patterns to words that are morphemically complex and/ or multisyllabic.	
1.2	The reading and spelling of <b>new/unfamiliar words are explicitly taught</b> by integrating prior knowledge of the alphabetic principle, syllabication types, etymological influences, high-utility morphological patterns, and/or word forms (e.g., affixes, roots) to increase fluency of word recognition; they are <b>introduced in isolation</b> (prior to student application) and taught using <b>multiple examples</b> , models, and demonstrations.	
1.3	The reading and spelling of <b>irregular, high-utility words</b> are introduced by drawing <b>attention to both regular and irregular</b> sounds and practiced to increase fluency of word recognition; they are introduced in isolation (prior to student application) and taught using multiple examples, models, and demonstrations.	
1.4	There are multiple opportunities for students to <b>practice decoding and encoding</b> (e.g., reading, hearing, spelling, writing, and saying) new/ unfamiliar/ irregular words with planned teacher feedback.	
1.5	Lessons include specific and precise teacher language for immediate and corrective <b>feedback</b> .	
1.6	Activities and materials are designed to elicit high levels of student response and <b>engagement</b> .	
1.7	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> of foundational reading skills based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (7 points max)</b>		
Criterion #2		
Indicators	Vocabulary Development and Language Skills	Evidence/Comments
2.1	The program provides a detailed <b>scope and sequence</b> that supports the development of vocabulary and language skills.	

2.2	There is a wide <b>breadth of vocabulary</b> instruction; words selected for instruction are <b>rich, high-utility words (Tier 2 and Tier 3)</b> that will appear in complex texts (e.g., reading and writing activities) and in conversation (e.g., speaking and listening activities), including grade-appropriate academic words and phrases, domain-specific words and phrases, words and phrases required for conceptual understanding (e.g., conjunctive adverbs and/ or words that signal logical relationships), figurative language, and/ or technical language.	
2.3	There is <b>depth of vocabulary</b> instruction; the program provides guidance on how to examine word relationships, tone (e.g., denotation and connotation), semantic gradience, and nuances in word meanings.	
2.4	Students are taught <b>new/ unfamiliar words</b> through <b>explicit</b> , teacher-led modeling and student-friendly definitions; new/ unfamiliar words are integrated into multiple example and non-example sentences and repeated multiple times in a variety of contexts.	
2.5	Students are taught a <b>variety of strategies for determining or clarifying the meaning of unknown and multiple-meaning words</b> , including predicting meaning using antonyms and synonyms, analyzing meaningful word parts (e.g. affixes, words in compound words) and syntactical clues (e.g. appositive phrases), and/or consulting general and specialized reference materials (including digital), as appropriate.	
2.6	Students are taught <b>morphemic analysis</b> strategies <b>explicitly and systematically</b> to support the understanding of word meaning through knowledge of root words, prefixes and suffixes.	
2.7	There are multiple opportunities for students to <b>practice</b> reading, hearing, spelling, writing, and saying high-utility, grade-appropriate words and phrases and <b>demonstrate understanding</b> of them and <b>using</b> them in contexts requiring complete sentences.	
2.8	There is <b>cumulative review</b> and practice of previously learned words.	
2.9	Activities and materials are designed to elicit high levels of <b>student response and engagement</b> .	
2.10	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> of vocabulary development and language skills based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (10 points max)</b>		
<b>Criterion #3</b>		
<b>Indicators</b>	<b>Fluency</b>	<b>Evidence/Comments</b>
3.1	There are <b>multiple, grade-appropriate connected texts</b> for students to <b>practice</b> fluency (e.g., accuracy, rate, and expression) and that allow teachers to assess students' accuracy, rate, and expression.	
3.2	Fluency lessons include <b>teacher-led modeling, oral reading by students, and immediate feedback</b> ; in addition to receiving immediate feedback from their teacher, students also have opportunities to self-monitor to confirm or self-correct word errors while practicing fluency.	
3.3	Materials provide a <b>variety of genres</b> of connected texts (e.g., decodable texts, poems, speeches) for students to practice fluency through a variety of activities (e.g., paired reading, readers' theater).	

3.4	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> of fluency development based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (4 points max)</b>		
Criterion #4		
Indicators	Developing Comprehension and Background Knowledge	Evidence/Comments
4.1	The program provides detailed <b>scope and sequence</b> that supports the development of reading comprehension and background knowledge; previously taught content, skills, and strategies are connected with new texts.	
4.2	The texts and levels of <b>text complexity</b> are appropriate for the students' grade level.	
4.3	The program provides a <b>carefully planned sequence</b> guiding teachers in <b>how to scaffold students' reading</b> of complex text and understanding of complex topics.	
4.4	Materials provide opportunities for students to read grade-appropriate, <b>complex texts in a variety of genres and structures</b> (e.g., narrative, informational, technical, fantasy, prose, poetry, plays) that reflect relatable experiences of all students.	
4.5	Materials provide opportunities for students to read grade-appropriate, complex <b>cross-disciplinary texts</b> (e.g., presidential speeches, scientific articles, charts, and graphs) as well as those with <b>relatable experiences</b> drawn from students' everyday lives (e.g., social media posts, fan fiction, etc.).	
4.6	There are multiple, <b>grade-appropriate texts</b> for teachers' use in <b>whole-class</b> contexts for the purposes of reading aloud, modeling fluency, building vocabulary, and developing background knowledge	
4.7	There are multiple, <b>grade-appropriate texts</b> for students to read in <b>small groups</b> (e.g., literature circles, book clubs) that appeal to students' interests, provide opportunities for students to practice previously taught reading comprehension and language development skills collaboratively, and enhance understanding of related concepts, topics, or themes.	
4.8	Modeling, thinking alouds, and/or <b>gradual release of responsibility</b> (e.g., I do, we do, you do) are used to develop metacognitive reading habits, discipline-specific practices, and <b>comprehension strategies</b> (e.g., monitoring comprehension, using graphic organizers, answering questions, generating questions, summarizing) with particular <b>emphasis on citing textual evidence</b> .	
4.9	Modeling, thinking alouds, and graphic organizers are used to identify <b>components of text structure</b> (e.g., problem-solution, cause-effect, compare-contrast, sequencing) at both the text level (e.g., argument structure, plot structure) and paragraph level (e.g., paragraph organization, signal words), to aid in careful reading and comprehension of narrative and informational texts.	
4.10	Lessons include explicit instruction in identifying two or more <b>themes or main ideas</b> of a narrative and/or informational text, explaining how the ideas are supported by <b>key details</b> , and developing <b>summaries</b> .	

4.11	Lessons include <b>explicit instruction in using text features</b> to acquire meaning in narrative texts (e.g., chapters, scenes), informational texts (e.g., titles, headings, and information from graphs, charts, and photographs), and/or in digital sources, in <b>comparing and contrasting text features</b> (e.g., meaning, tone) within and across two or more texts, and in applying strategies for <b>integrating information</b> from two or more texts with connected concepts, topics, or themes	
4.12	There are multiple opportunities for students to engage in <b>extended, productive, conversations</b> about the meaning of texts and a wide variety of topics in order to expand and <b>deepen their background knowledge</b> and language skills; materials provide <b>suggestions for teachers</b> for facilitating productive conversations.	
4.13	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> on developing comprehension and background knowledge based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (13 points max)</b>		
Criterion #5		
Indicators	Writing	Evidence/Comments
5.1	There are multiple opportunities for students to gain familiarity and practice with a <b>wide range of authentic writing processes</b> (e.g., taking notes, brainstorming, creating outlines, revising, incorporating multimedia components, publishing)	
5.2	There are multiple opportunities for students to gain familiarity and practice with a <b>wide range of authentic writing products</b> (e.g., writing summaries, writing short-answer responses, writing formal essays of various genres) that include multimedia component (e.g., graphics, sounds) and visual displays when appropriate to enhance ideas.	
5.3	There are multiple opportunities for students to use <b>text-based tasks</b> (e.g., analyzing, synthesizing, citing textual evidence accurately) that require them to present well-defended claims about the text, provide logically ordered reasons that are supported by facts and details, and use grade-level language, conventions, and vocabulary.	
5.4	There are multiple opportunities for students to gain familiarity and practice with writing in a <b>variety of genres</b> for a <b>variety of purposes, contexts, and audiences</b> .	
5.5	Materials include <b>graphic organizers to generate organizational structures</b> in which ideas are logically grouped to support the writer's purpose and to promote executive functioning.	
5.6	Lessons include <b>explicit instruction in idea generation and planning</b> that leads to opinion/ argumentative compositions, informative compositions, and narrative compositions; there are multiple opportunities for students to <b>practice planning and composing</b> independently.	
5.7	Lessons include <b>explicit instruction</b> in idea generation and planning that leads to research papers and/or projects; there are multiple opportunities for students to <b>practice the research process</b> extensively including conducting research independently, drawing on several sources, assessing the credibility and accuracy of sources, and incorporate the sources by paraphrasing and summarizing.	

5.8	Lessons include <b>explicit instruction in grade-level appropriate skills</b> (e.g., selecting words and phrases to convey ideas precisely, expanding/ combining/ reducing sentences for meaning and style, using appropriate punctuation and conjunctions, constructing paragraphs, applying grammatical conventions etc.) and provides multiple opportunities for students to practice using grade-level <b>grammar and language conventions</b> .	
5.9	The program provides guidance on <b>how to use assessment data</b> (curriculum embedded and/or alternatives) to provide <b>small group, differentiated instruction</b> on writing based on students' needs and progress, including suggestions for the small group's composition and tasks as well as ideas for independent student practice activities to be implemented when the teacher is engaged in small group instruction.	
<b>Subtotal (9 points max)</b>		

Phase II Core Rating Summary

**Core Instructional Program Ratings Summary**

Virginia review teams summarize core instructional programming 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. All Core instructional materials reviews are done by grade level.

**Phase II: In-Depth Review of Core Instructional Literacy Programs**

**Phase II Standard:** Core instructional program must receive an overall grade-level rating of "Meets Expectations" to be included in the *Recommended Core Instructional Program Guide*.

**Meets Expectations K-2:**

- Each section receives a rating of "Meets Expectations", including non-negotiable phonics and word study section.\* **No section** receives a score of "Partially Meets Expectations" or "Does Not Meet Expectations."  
OR

- Non-negotiable Phonics and Word Study section receives a rating of "Meets Expectations." **Up to two sections** receive a rating of "Partially Meets Expectations." **No section** receives a score of "Does Not Meet Expectations."

\*Phonics and Word Study is a non-negotiable section for grade levels K, 1, and 2. This means, in order for the program to receive an overall rating of "Meets Expectations" and be included on the Recommended Core Instructional Program Guide, this section must receive a rating of meets expectations.

**Meets Expectations 3-5:**

- Each section receives a rating of "Meets Expectations." **No section** receives a score of "Partially Meets Expectations" or "Does Not Meet Expectations."  
OR

- Phonics and Word Study/Foundational Reading Skills section receives a rating of "Meets Expectations" or "Partially Meets Expectations." **Up to two sections** receive a rating of "Partially Meets Expectations." No section receives a score of "Does Not Meet Expectations."

**Does Not Meet Expectations:**

- **Any section** receives a rating of "Does Not Meet Expectations."  
OR

- **More than two sections** receive a rating of "Partially Meets Expectations."

Kindergarten		
Category	Total Points Available	Rating Criteria
1: Phonological and Phonemic Awareness	out of 11 points	9 - 11 points = Meets Expectations
		7 - 8 points = Partially Meets Expectations
		0 - 6 points = Does Not Meet Expectations
2: Phonics and Word Study (non-negotiable)	out of 20 points	16 - 20 points = Meets Expectations
		12 - 15 points = Partially Meets Expectations
		0 - 11 points = Does Not Meet Expectations
3: Vocabulary	out of 8 points	7 - 8 points = Meets Expectations
		5 - 6 points = Partially Meets Expectations
		0 - 4 points = Does Not Meet Expectations
4: Developing Comprehension and Background Knowledge	out of 13 points	11 - 13 points = Meets Expectations
		8 - 10 points = Partially Meets Expectations
		0 - 7 points = Does Not Meet Expectations
5: Small Group Instruction and Independent Practice	out of 4 points	3 - 4 points = Meets Expectations
		1 - 2 points = Partially Meets Expectations
		0 points = Does Not Meet Expectations
6: Writing Instruction	out of 6 points	5 - 6 points = Meets Expectations
		3-4 points = Partially Meets Expectations
		0-2 points = Does Not Meet Expectations
<b>Overall Grade Level Rating</b>		
First Grade		
Category	Total Points Available	Rating Criteria
1: Phonological and Phonemic Awareness	out of 11 points	9 - 11 points = Meets Expectations
		7 - 8 points = Partially Meets Expectations
		0 - 6 points = Does Not Meet Expectations



Phase II Core Rating Summary

2: Phonics and Word Study ( <b>non-negotiable</b> )	out of 20 points	16 - 20 points = Meets Expectations
		12 - 15 points = Partially Meets Expectations
		0 - 11 points = Does Not Meet Expectations
3: Vocabulary	out of 9 points	8 - 9 points = Meets Expectations
		6 - 7 points = Partially Meets Expectations
		0 - 5 points = Does Not Meet Expectations
4: Text Reading and Fluency	out of 6 points	5 - 6 points = Meets Expectations
		3 - 4 points = Partially Meets Expectations
		0 - 2 points = Does Not Meet Expectations
5: Developing Comprehension and Background Knowledge	out of 13 points	11 - 13 points = Meets Expectations
		8 - 10 points = Partially Meets Expectations
		0 - 7 points = Does Not Meet Expectations
6: Small Group Instruction and Independent Practice	out of 4 points	3 - 4 points = Meets Expectations
		1 - 2 points = Partially Meets Expectations
		0 points = Does Not Meet Expectations
7: Writing Instruction	out of 6 points	5 - 6 points = Meets Expectations
		3-4 points = Partially Meets Expectations
		0-2 points = Does Not Meet Expectations
<b>Overall Grade Level Rating</b>		
<b>Second Grade</b>		
<b>Category</b>	<b>Total Points Available</b>	<b>Rating Criteria</b>
2: Phonics and Word Study ( <b>non-negotiable</b> )	out of 15 points	12- 15 points = Meets Expectations
		7 - 11 points = Partially Meets Expectations
		0 - 7 points = Does Not Meet Expectations
2: Vocabulary	out of 11 points	9 - 11 points = Meets Expectations
		6 – 8 points = Partially Meets Expectations
		0 - 5 points = Does Not Meet Expectations
3: Text Reading and Fluency	out of 5 points	4 - 5 points = Meets Expectations
		2 - 3 points = Partially Meets Expectations
		0 - 1 points = Does Not Meet Expectations
4: Developing Comprehension and Background Knowledge	out of 16 points	11 - 16 points = Meets Expectations
		7 - 10 points = Partially Meets Expectations
		0 - 6 points = Does Not Meet Expectations
5: Small Group Instruction and Independent Practice	out of 5 points	4 - 5 points = Meets Expectations
		2 - 3 points = Partially Meets Expectations
		0 - 1 points = Does Not Meet Expectations
6: Writing Instruction	out of 5 points	4 - 5 points = Meets Expectations
		2 - 3 points = Partially Meets Expectations
		0 - 1 points = Does Not Meet Expectations
<b>Overall Grade Level Rating</b>		
<b>Third Grade</b>		
<b>Category</b>	<b>Total Points Available</b>	<b>Rating Criteria</b>
1: Phonics and Word Study	out of 15 points	12 - 15 points = Meets Expectations
		8 - 11 points = Partially Meets Expectations
		0 - 7 points = Does Not Meet Expectations
2: Vocabulary	out of 12 points	10 - 12 points = Meets Expectations
		6 - 9 points = Partially Meets Expectations

Phase II Core Rating Summary

		0 - 5 points = Does Not Meet Expectations
		4 - 5 points = Meets Expectations
3: Text Reading and Fluency	out of 5 points	2 - 3 points = Partially Meets Expectations
		0 - 1 points = Does Not Meet Expectations
4: Developing Comprehension and Background Knowledge	out of 16 points	11 - 16 points = Meets Expectations
		7 - 10 points = Partially Meets Expectations
		0 - 6 points = Does Not Meet Expectations
5: Small Group Instruction and Independent Practice	out of 5 points	4 - 5 points = Meets Expectations
		2 - 3 points = Partially Meets Expectations
		0 - 1 points = Does Not Meet Expectations
6: Writing Instruction	out of 5 points	4 - 5 points = Meets Expectations
		2 - 3 points = Partially Meets Expectations
		0 - 1 points = Does Not Meet Expectations
<b>Overall Grade Level Rating</b>		
<b>Fourth Grade</b>		
<b>Category</b>	<b>Total Points Available</b>	<b>Rating Criteria</b>
1: Foundational Reading Skills	out of 7 points	5 - 7 points = Meets Expectations
		3 - 4 points = Partially Meets Expectations
		0 - 2 points = Does Not Meet Expectations
2: Vocabulary	out of 10 points	8 - 10 points = Meets Expectations
		6 - 7 points = Partially Meets Expectations
		0 - 5 points = Does Not Meet Expectations
3: Fluency	out of 4 points	3 - 4 points = Meets Expectations
		1 - 2 points = Partially Meets Expectations
		0 points = Does Not Meet Expectations
4: Developing Comprehension and Background Knowledge	out of 13 points	11 - 13 points = Meets Expectations
		8 - 10 points = Partially Meets Expectations
		0 - 7 points = Does Not Meet Expectations
5: Writing	out of 9 points	8 - 9 points = Meets Expectations
		6 - 7 points = Partially Meets Expectations
		0 - 5 points = Does Not Meet Expectations
<b>Overall Grade Level Rating</b>		
<b>Fifth Grade</b>		
<b>Category</b>	<b>Total Points Available</b>	<b>Rating Criteria</b>
1: Foundational Reading Skills	out of 7 points	5 - 7 points = Meets Expectations
		3 - 4 points = Partially Meets Expectations
		0 - 2 points = Does Not Meet Expectations
2: Vocabulary	out of 10 points	8 - 10 points = Meets Expectations
		6 - 7 points = Partially Meets Expectations
		0 - 5 points = Does Not Meet Expectations
3: Fluency	out of 4 points	3 - 4 points = Meets Expectations
		1 - 2 points = Partially Meets Expectations
		0 points = Does Not Meet Expectations
4: Developing Comprehension and Background Knowledge	out of 13 points	11 - 13 points = Meets Expectations
		8 - 10 points = Partially Meets Expectations
		0 - 7 points = Does Not Meet Expectations
		8 - 9 points = Meets Expectations

Phase II Core Rating Summary

5: Writing	out of 9 points	6 - 7 points = Partially Meets Expectations
		0 - 5 points = Does Not Meet Expectations
		<b>Overall Grade Level Rating</b>