

# Phase I Initial Review Application

All requested information in the *Phase I Initial Review Application* must be included and approved in order for programs to be reviewed.

## Submission Information

Name of Provider \*



Product Title and Edition \*

Publication Year \*

First Name of Contact Person for Review Submission \*

Last Name of Contact Person for Review Submission \*

Email \*

Telephone \*

Address \*

Address 2

City/Town \*

State/Province \*

ZIP/Postal Code \*

Provider Webpage  \*

Product Webpage  \*

The webpage that is specifically related to the program materials for review.

Are you a Virginia School Division?

Yes

No

**Target Audience**

---

Select one.

- Kindergarten
- First Grade
- Second Grade
- Third Grade

**Instructional Focus**

You must confirm that all of the following components are included in the scope and sequence by checking ALL of the boxes:

- Phonological Awareness \*
- Phonics \*
- Vocabulary \*
- Comprehension \*
- Fluency \*

**Phase I Worksheet: Science-Based or Evidence-Based Reading Programs**

*This worksheet must be completed for **all programs** submitted for review*

**SECTION 1: RESEARCH BASED**

The program is based on reliable, trustworthy, and valid evidence consistent with science-based reading research.

**Criteria**

**Evidence**

1.1 The program does not require or encourage three-cueing (students gaining meaning from print through Semantic, Syntactic or Grapho-phonic 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 Location of examples that demonstrate an emphasis on teaching and learning essential early literacy skills for which this program was designed, including phonological and phonemic awareness, oral language, phonics, fluency, comprehension, and vocabulary.

1.3 Location of examples that demonstrate the program clearly reflects that learning to read depends on mapping sounds to print.

1.4 Location of examples that demonstrate the program provides evidence of research and theoretical models consistent with science-based reading research with reference to research articles and websites.

**Comments**

## SECTION 2: SEQUENTIAL & CUMULATIVE INSTRUCTION

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. **(Navigation Note) Describe where the scope and sequence can be found.**

2.1 Location of examples that demonstrate the scope and sequence for a skill shows a clear progression from simple to complex across sub-component areas (PA, phonics, etc.)

2.2 Location of examples that demonstrate foundational skills are cumulatively reviewed and there are opportunities for practice.

**Comments**

## SECTION 3: EXPLICIT INSTRUCTION

Method of teaching that emphasizes proceeding in small steps, checking for understanding, and active participation.

3.1 Location of examples of instructional routines in lessons that allow for teacher modeling of new skills step-by-step followed by guided practice prior to independent practice.

3.2 Location of examples of routines that include teacher language and vocabulary needed to introduce and/or explain the new skill through modeling.

3.3 Location of examples of multiple opportunities for students to practice and apply learned skills.

3.4 Location of examples of instructions for the teacher to give immediate corrective feedback.

**Comments**

## SECTION 4: 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 Location of examples within the program to demonstrate a clear and consistent lesson format.

4.2 Location of examples of a daily schedule of lessons noting suggestions for timing of each component and overall pacing.

4.3 Location of examples to support time spent in the whole group and small group formats.

4.4 Location of examples for directions for how to implement lessons (e.g. target skill, a script for wording, step-by-step sequence of instruction, materials needed).

**Comments**

## SECTION 5: COORDINATED COMPONENTS

Elements of the program are clearly aligned.

5.1 Program is aligned to the Virginia Standard of Learning and Curriculum Frameworks (e.g, correlation charts).

5.2 Location of examples that demonstrate the same routines, terminology, and procedures are used across skill areas and over time.

5.3 Provide an explanation of how skills are integrated across areas. (e.g. phonemic awareness and phonics) Include the location of examples within the materials which align to the explanation provided.

5.4 Provide an explanation of how differentiating instruction for students who need scaffolds or supports and for students needing enrichment, is addressed within the materials. Include the location of examples within the materials which align with the explanation provided.

### Comments

## SECTION 6: RELATED ELEMENTS

The program contains features that are optimal for delivering effective instruction.

6.1 Location of examples of formative (progress monitoring) and summative (i.e., unit test) assessment tools.

6.2 Location of examples that demonstrate the program encourages data-based decision-making.

6.3 Location of examples of the program providing clear guidance on how to group children for supplemental instruction.

6.4 Location of examples of the program providing varied means of accessing content and demonstrating learning, helping teachers meet the diverse needs of students with disabilities and English language learners.

**Comments**

## SECTION 7: USABILITY

The program is easy for teachers to navigate and use, with clear directions for pacing in lessons and across the year.

7.1 Location of examples that demonstrate the materials are well organized and easy to locate.

7.2 Location of examples that demonstrate the teacher manuals are concise and easy to navigate with clear connections between teacher resources.

7.3 Location of examples that demonstrate the content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding.

7.4 Location of examples that demonstrate the materials provide guidance about the amount of time a task might reasonably take.

**Comments**

## SECTION 8: PROFESSIONAL LEARNING

8.1. The program can provide, or indicate where, school divisions and/or schools can access initial and ongoing professional development for teachers aligned to the core instructional program.

### Comments

## Supporting Documents

### Teacher's Manual

Please upload **or** link to the Teacher Manual.

#### Teacher's Manual File \*

No file chosen

One file only.  
256 MB limit.  
Allowed types: pdf, doc, docx.

#### Teacher Manual Link ?

### Phonics Scope and Sequence

Please upload **or** link to your Phonics Scope and Sequence.

#### Phonics Scope and Sequence File \*

No file chosen

One file only.  
256 MB limit.  
Allowed types: pdf, doc, docx, xls, xlsx.

#### Phonics Scope and Sequence Link ?

### Crosswalk

Please upload **or** link your crosswalk of program content with the VA Standards of Learning for the corresponding grade level.

#### Crosswalk File \*

No file chosen

One file only.  
256 MB limit.  
Allowed types: pdf, doc, docx, xls, xlsx.

#### Crosswalk Link ?

## Publishers' Submission Form for Virginia's Textbook Approval Process

**Publishers' Submission Form for Virginia's Textbook Approval Process File**

No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, .

I understand the VLA Requirements.\*

I agree to the Terms of Service.\*

For questions, please contact: [VLP-VLA@virginia.edu](mailto:VLP-VLA@virginia.edu)