

Supplemental Program Review: Instructional Design

Supplemental Program Review: Instructional Design

Submission Information

Name of Provider *

Product Title and Edition *

VA Locations Where Product and Edition is Currently Being Used *

Please list any locations in Virginia where this exact product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

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

Instructional Design Worksheet

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

Indicators

Evidence

1 Location of examples that demonstrate materials and instructional approaches support the rubric definition for a literacy supplemental program. (Non-negotiable)

2 Location of examples that demonstrate instruction and assessment tools within materials do not include three-cueing, MSV cues, or approaches that rely on visual memory. (Non-negotiable)

3 Location of examples that demonstrate materials provide research and/or evidence for alignment with science-based reading research.

4 Location of examples that demonstrate the supplemental program contains explicit and systematic instruction in a specific reading skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing).

5 Location of examples that demonstrate materials regularly embed assessment opportunities that measure progress and inform instruction.

6 Location of examples that demonstrate materials are designed to complement core instructional programs through additional support, practice, and/or instruction.

Comments

Supporting Documents

If you are uploading files, please consolidate your material into one PDF.

Student Materials

Please upload **or** provide a link to your Student Materials. A link is the preferred submission method.

Student Materials URL

Login Information (if required)

- OR -

Student Materials File *

No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Teacher's Manual

Please upload **or** provide a link to your Teacher's Manual. A link is the preferred submission method.

Teacher's Manual URL *

Login Information (if required)

- OR -

Teacher's Manual File *

No file chosen

One file only.

256 MB limit.

Allowed types: pdf, doc, docx, xls, xlsx.

Product Webinar

Product Webinar *

Please provide a link to brief webinar or screencast orienting reviewers to the program.

I understand the VLA Requirements. *

I agree to the Terms of Service. *

SAVE DRAFT

SUBMIT

Supplemental Program Review: Usability and Support

Supplemental Program Review: Usability and Support

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage  *

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

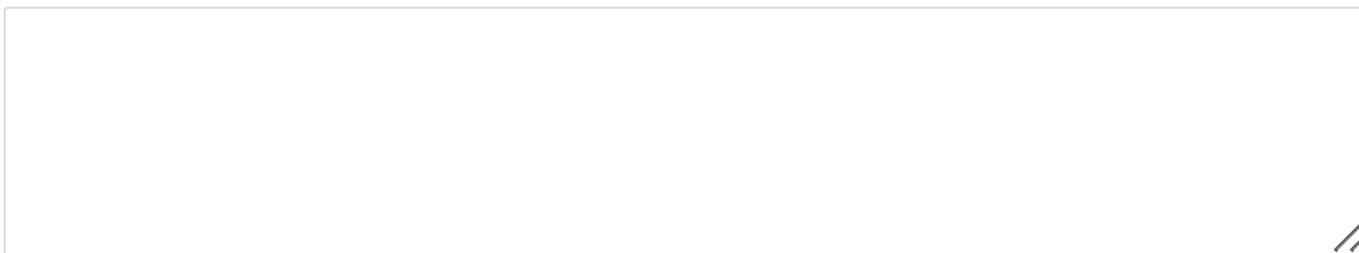
Usability and Support Worksheet

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

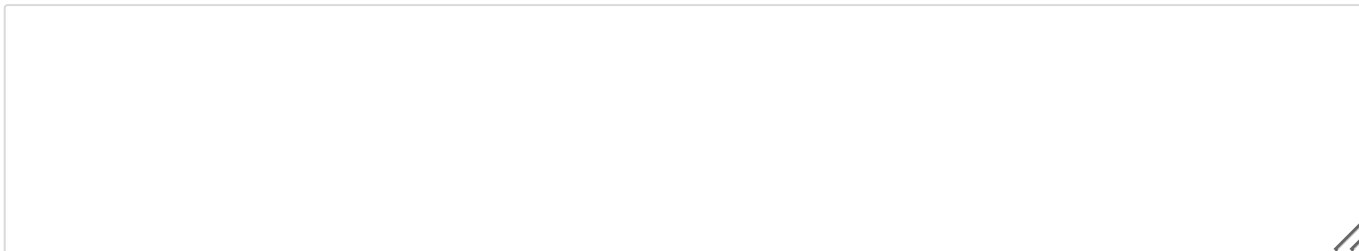
Indicators

Evidence

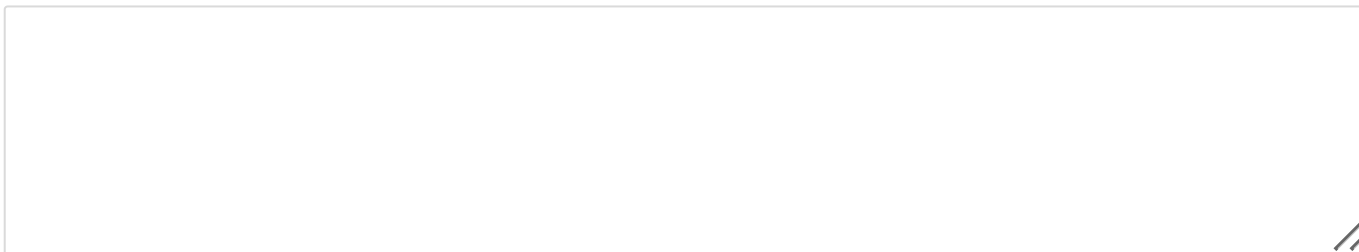
1 Locations of examples that demonstrate the materials are well-organized and easy to locate.

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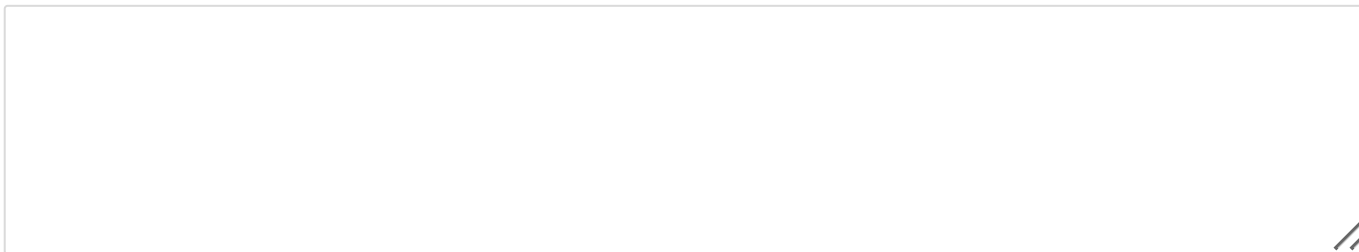
2 Location of examples that demonstrate teacher editions are concise and easy to navigate with clear connections between teacher resources.

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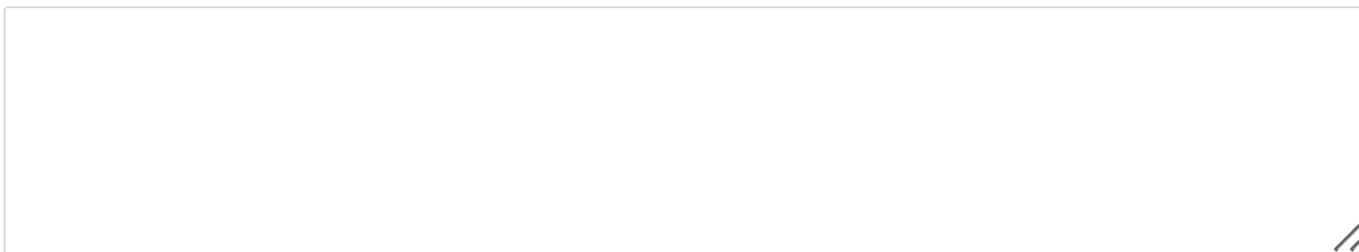
3 Location of examples that demonstrate the supplemental program can be reasonably implemented within school hours and with resources that are included or readily available in a typical school setting.

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

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5 Location of examples that demonstrate the program provides or indicates where school divisions and/or schools can access initial and ongoing professional development for teachers, aligned to the supplemental instructional program.

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6 Location of examples that demonstrate the program provides clear methods to connect the supplemental resources and core programs through the use of either assessment, routines, teacher language, corrective feedback, or the like.

Location of examples that demonstrate the program provides guidance on how materials can be used with a core ELA curriculum.

Comments

I understand the [VLA Requirements](#). *

I agree to the [Terms of Service](#). *

SAVE DRAFT

SUBMIT

Supplemental Instructional Materials: Phonological and Phonemic Awareness

Supplemental Instructional Materials: Phonological and Phonemic Awareness

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage  *

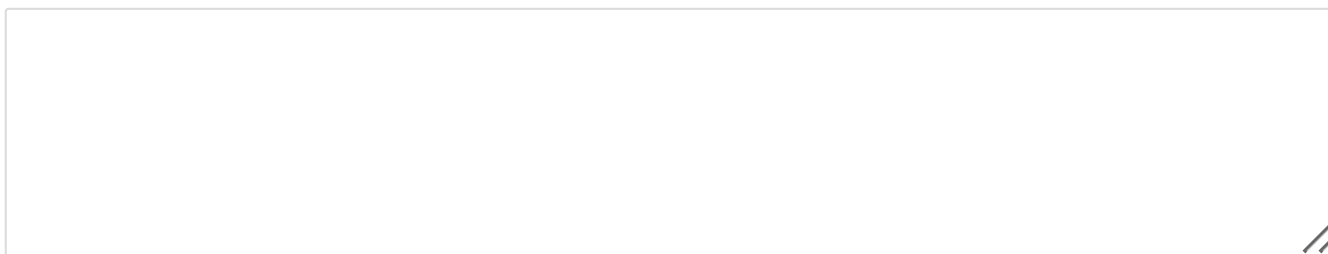
The webpage that is specifically related to the program materials for review.

Supplemental Instructional Materials Worksheet: Phonological and Phonemic Awareness

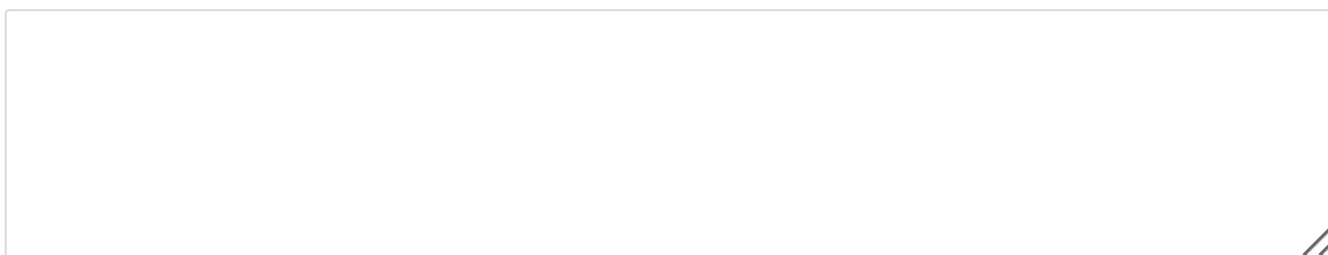
Indicators

Evidence

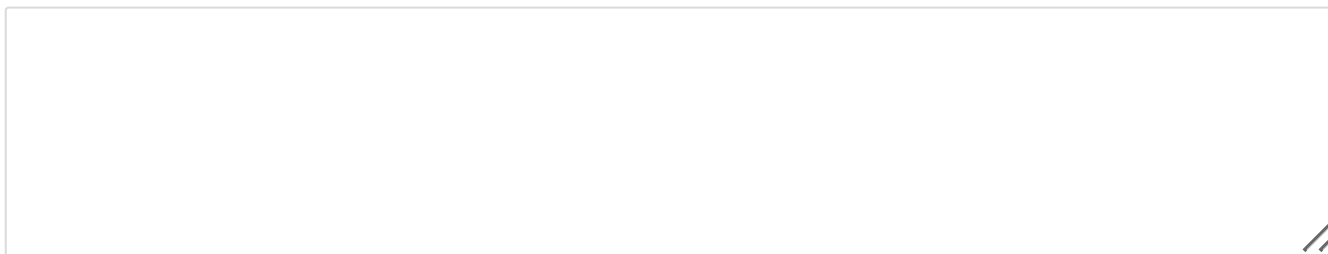
1 Location of examples that demonstrate the program includes a detailed scope and sequence of phonological and phonemic awareness skills that progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting phonemes).

A large, empty rectangular box with a thin grey border, intended for providing examples of phonological and phonemic awareness skills. A small double-slash icon is located in the bottom right corner.

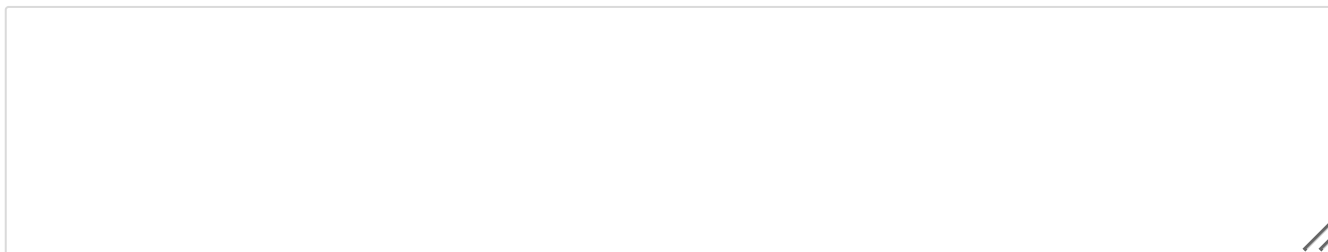
2 Location of examples that demonstrate new skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice.

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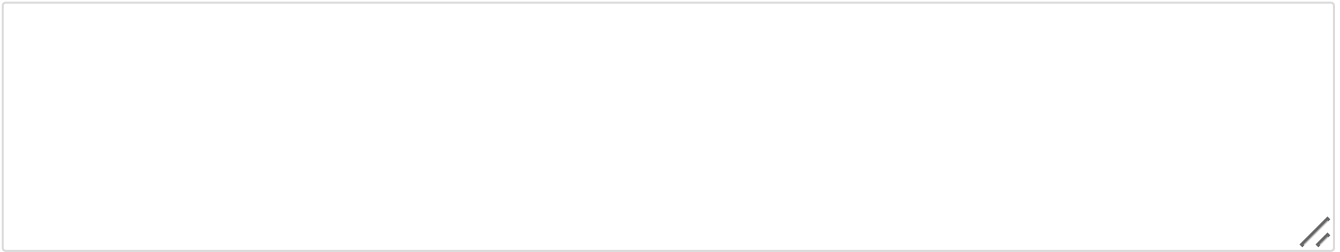
3 Location of examples that demonstrate lessons include specific and precise teacher language for immediate and corrective feedback.

A large, empty rectangular box with a thin grey border, intended for providing examples of specific teacher language. A small double-slash icon is located in the bottom right corner.

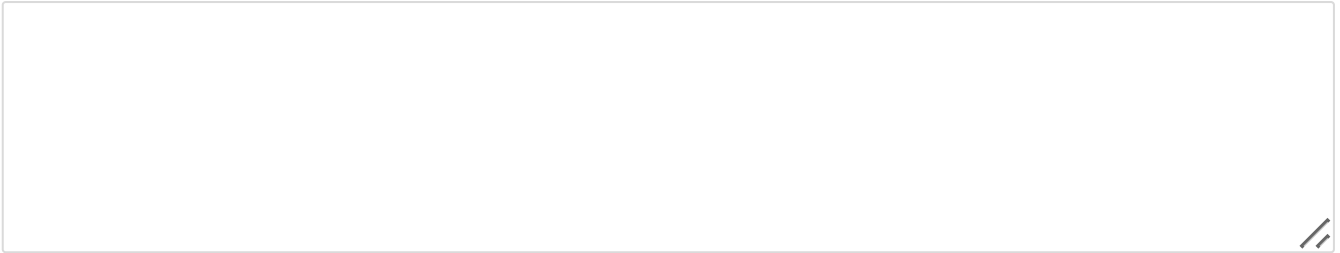
4 Location of examples that demonstrate students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).

A large, empty rectangular box with a thin grey border, intended for providing examples of phoneme-grapheme mapping strategies. A small double-slash icon is located in the bottom right corner.

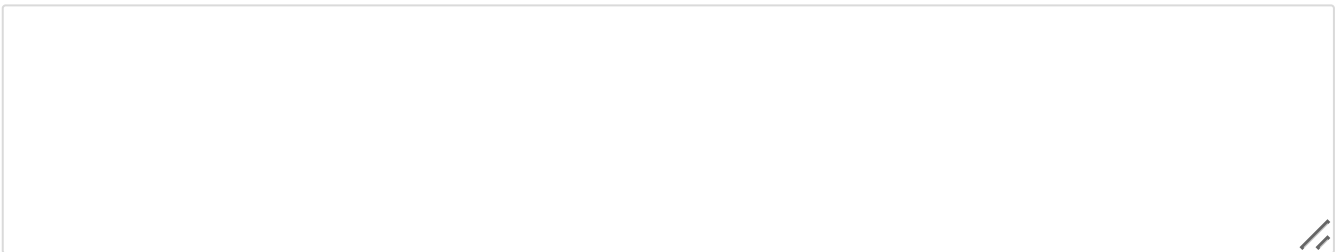
5 Location of examples that demonstrate students analyze spoken words at the phoneme level, including segmenting individual phonemes.



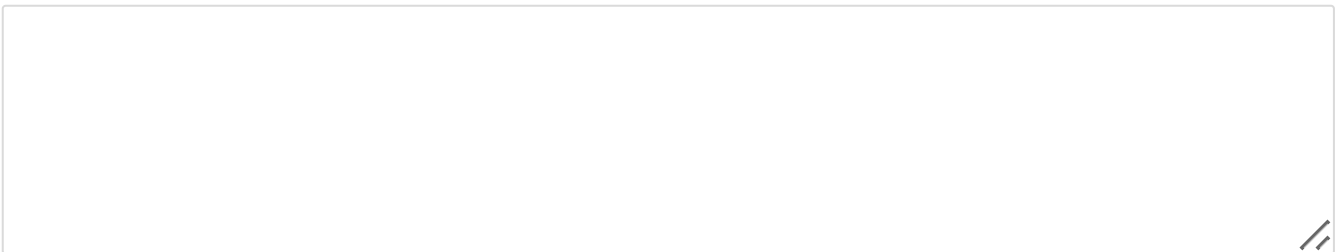
6 Location of examples that demonstrate movement and/or manipulatives are used to make sounds in words concrete.



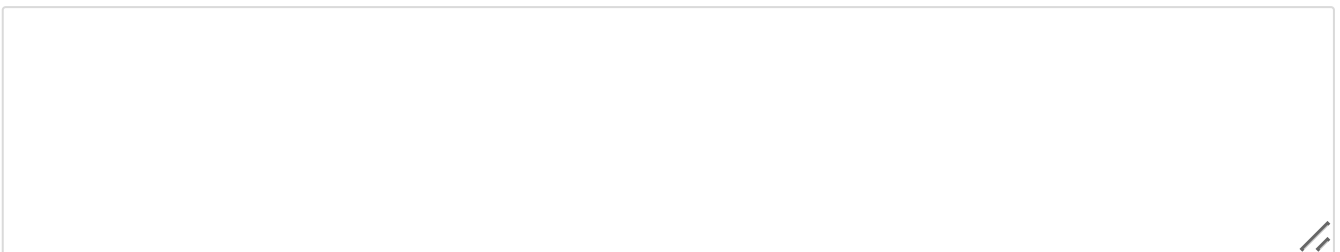
7 Location of examples that demonstrate instructional time is focused on high-priority skills such as isolating beginning phonemes, blending, and segmenting.



8 Location of examples that demonstrate students are taught to pull apart the two phonemes in consonant blends when segmenting.



9 Location of examples that demonstrate students spend time practicing to listen, identify and produce the sounds at the phoneme level.



10 Location of examples that demonstrate the activities and materials are designed to elicit high levels of responding and engagement.

11 Location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.

Comments

I understand the [VLA Requirements](#). *

I agree to the [Terms of Service](#). *

SAVE DRAFT

SUBMIT

Supplemental Instructional Materials: Phonics and Word Study

Supplemental Instructional Materials:

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage  *

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

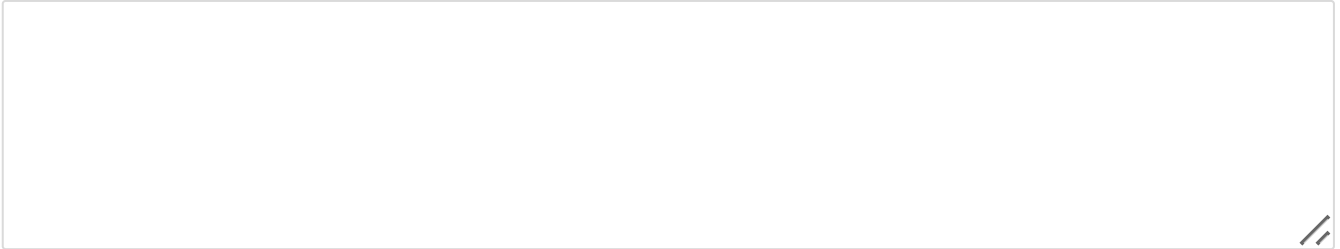
Supplemental Instructional Materials Worksheet: Phonics and Word Study

KINDERGARTEN and FIRST GRADE

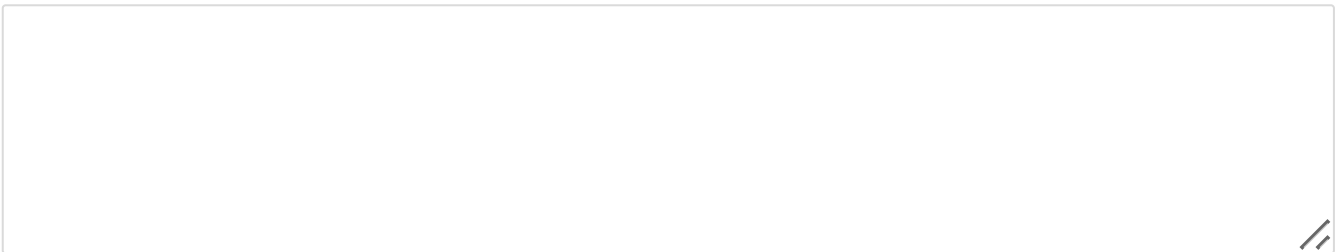
Indicators

Evidence

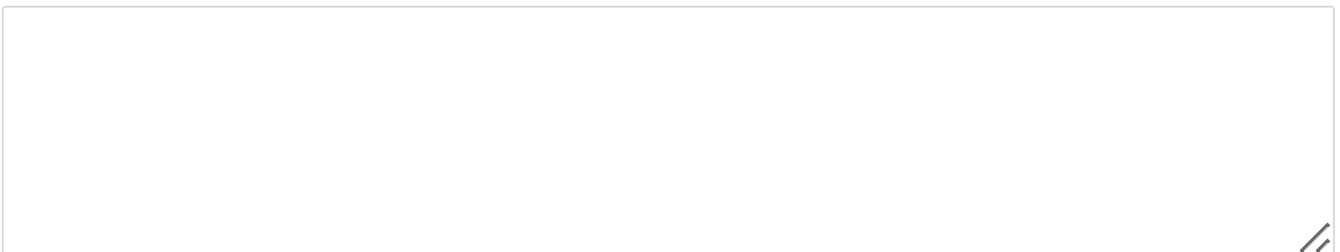
1 Location of examples that demonstrate the program includes a detailed scope and sequence of phonics skills that progresses from simple letter sounds to more complex patterns.

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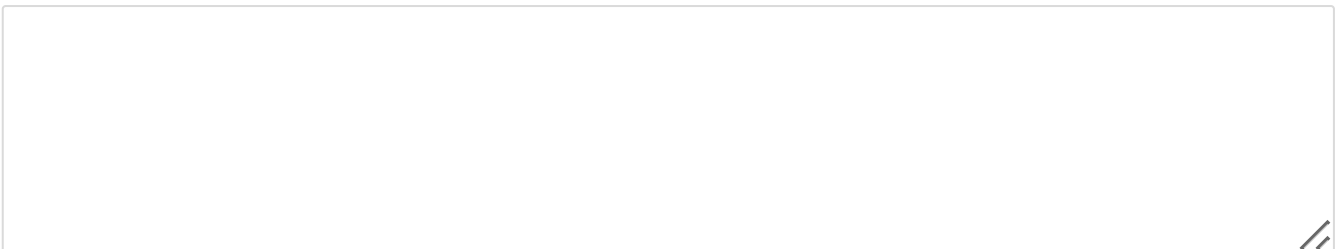
2 Location of examples that demonstrate the program provides a predictable phonics routine that emphasizes the connection between graphemes and phonemes.

A large, empty rectangular box with a thin grey border, intended for providing evidence for criterion 2. A small double-slash icon is located in the bottom right corner.

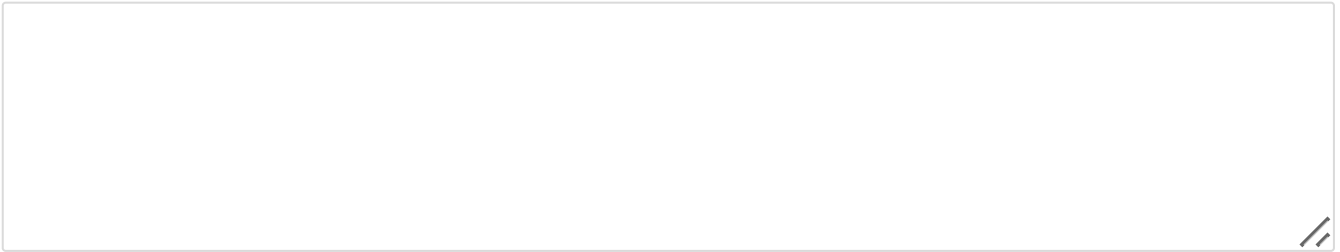
3 Location of examples that demonstrate new skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.

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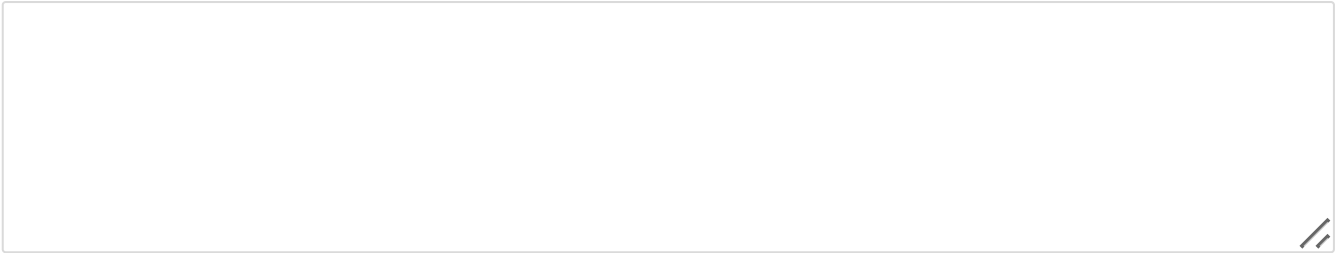
4 Location of examples that demonstrate the program's lessons include specific and precise teacher language for immediate and corrective feedback.

A large, empty rectangular box with a thin grey border, intended for providing evidence for criterion 4. A small double-slash icon is located in the bottom right corner.

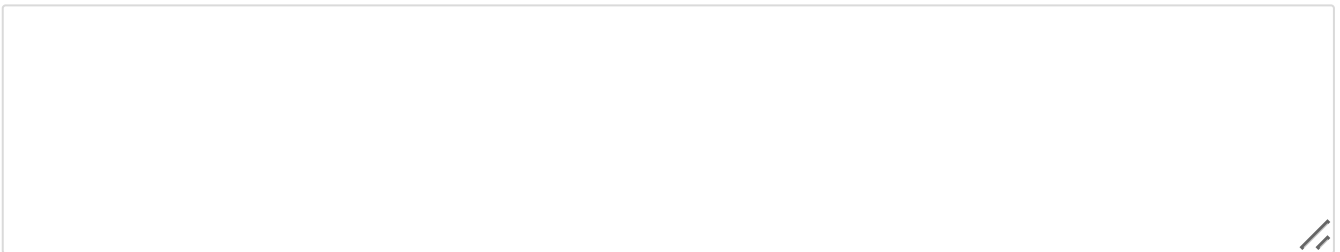
5 Location of examples that demonstrate letter sound instruction starts with high-utility letters (i.e., m, s, a, r, t).



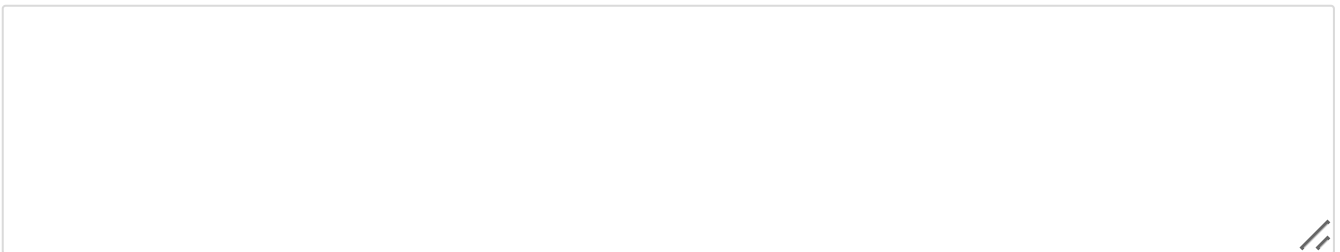
6 Location of examples that demonstrate how the letter sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol.



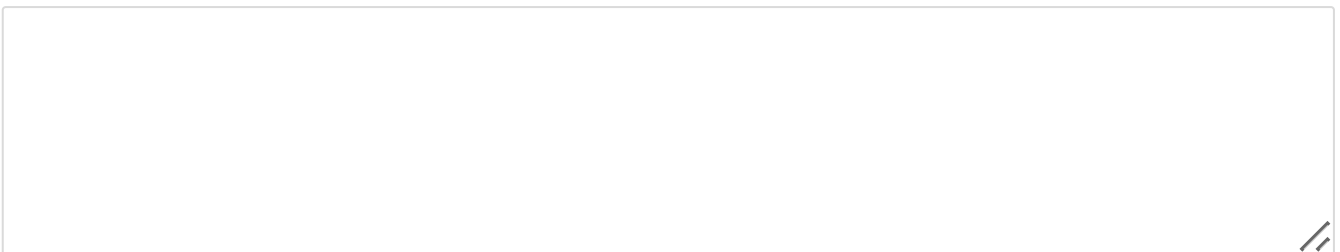
7 Location of examples that demonstrate easily confused letters, letter sounds and words (those that look or sound similar) are not taught in close sequence.



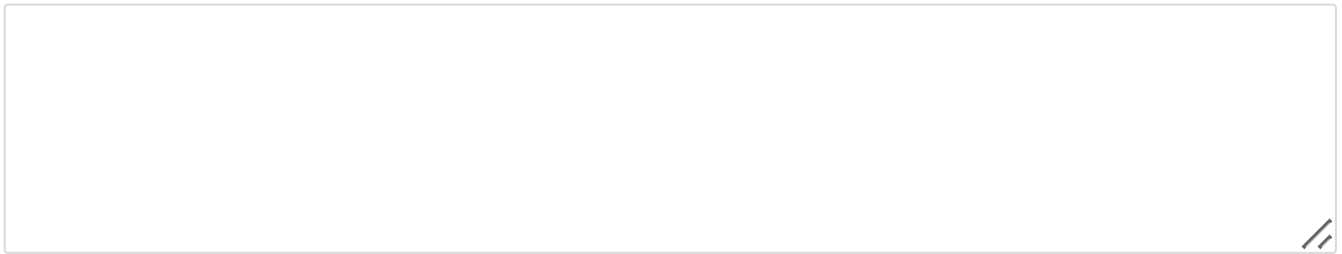
8 Location of examples that demonstrate a few short vowel letter sounds are taught early so students can blend VC and CVC patterns to read and write words.



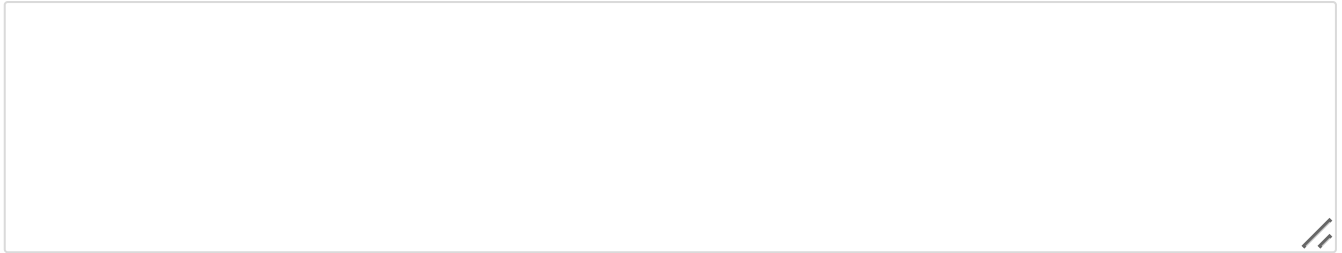
9 Location of examples that demonstrate there is an explicit strategy for blending letter sounds into words.



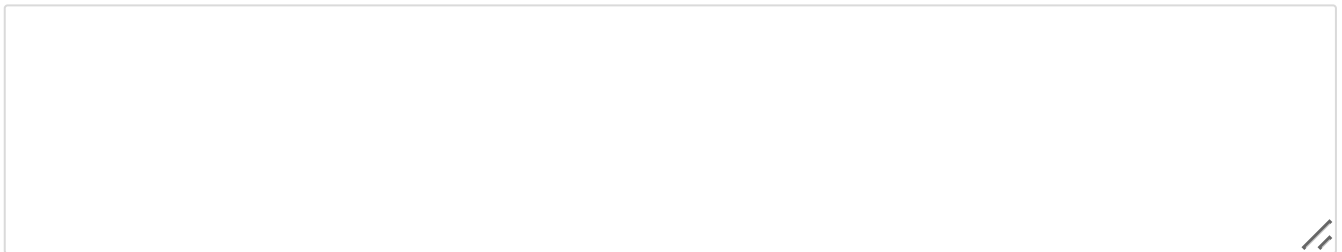
10 Location of examples that demonstrate there are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words.



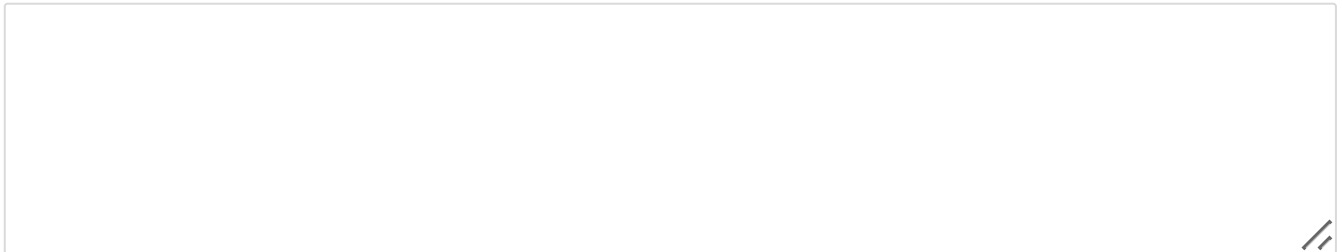
11 Location of examples that demonstrate students are taught and practice how to encode regular words for which they know all letter sounds.



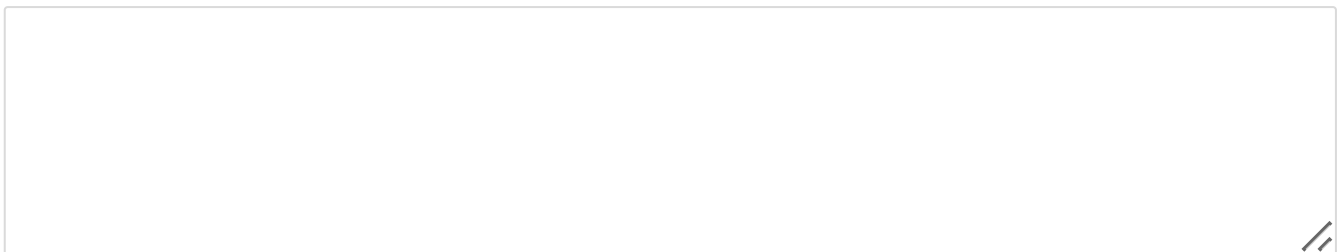
12 Location of examples that demonstrate there are sufficient practice opportunities with word lists, phrases, and decodable texts to build automaticity.



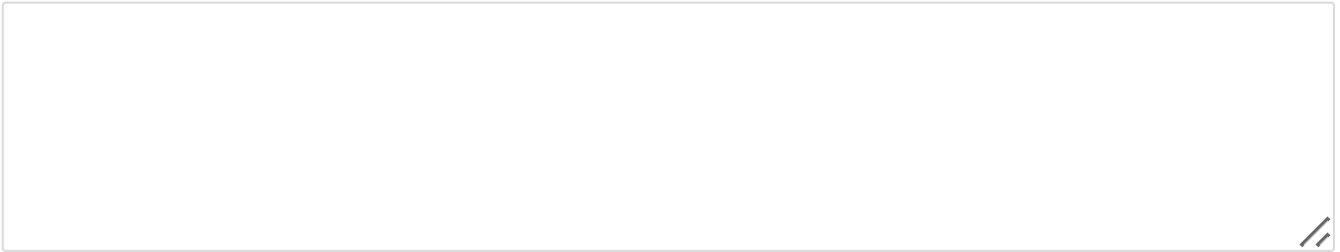
13 Location of examples that demonstrate regular word types are introduced first (e.g., VC, CVC, CV).



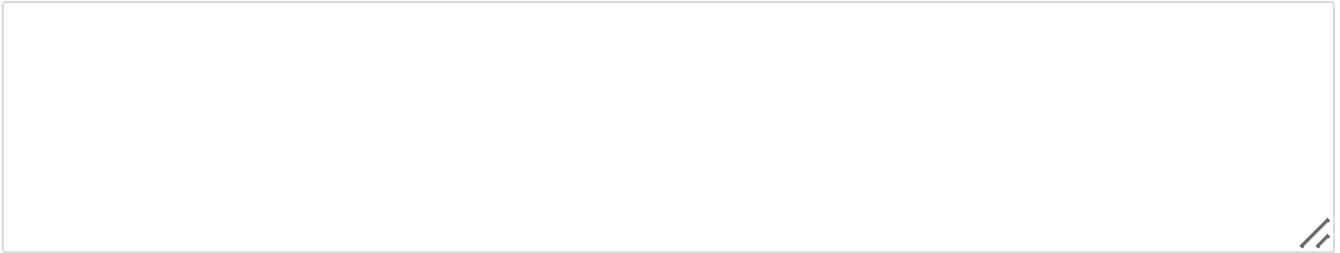
14 Location of examples that demonstrate irregularities are pointed out in high utility words (e.g., have, I, said) while still focusing attention on the predictable letter-sound combinations.



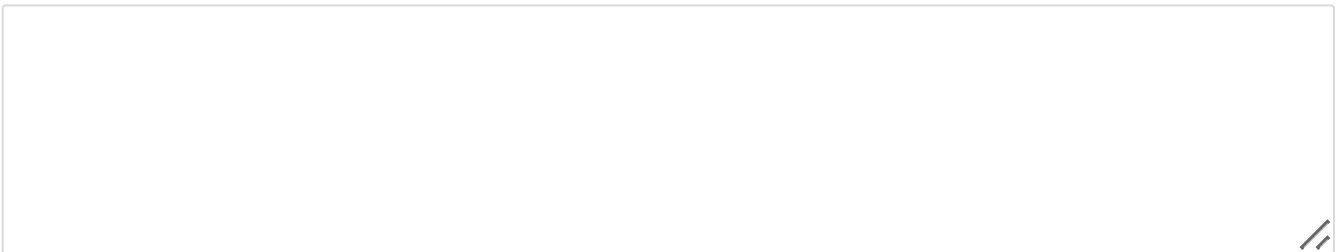
15 Location of examples that demonstrate irregular, high-utility words are introduced and practiced to automaticity.



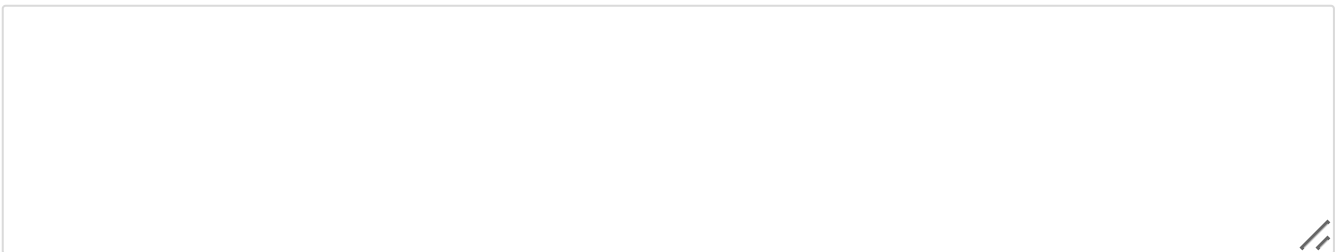
16 Location of examples that demonstrate words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.



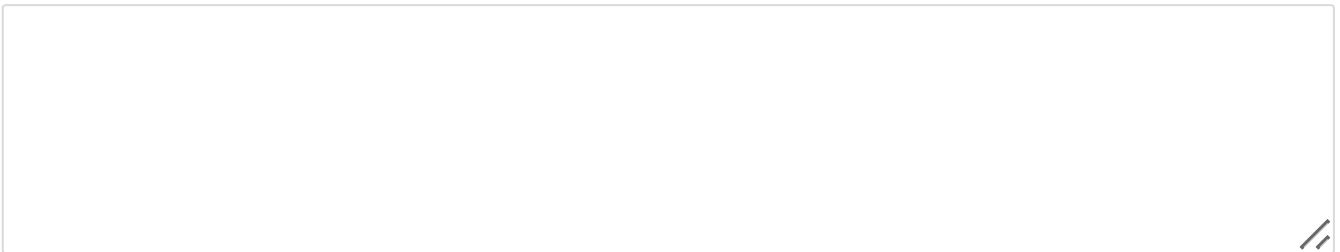
17 Location of examples that demonstrate there is cumulative review to build automaticity of known letter sound combinations and words.



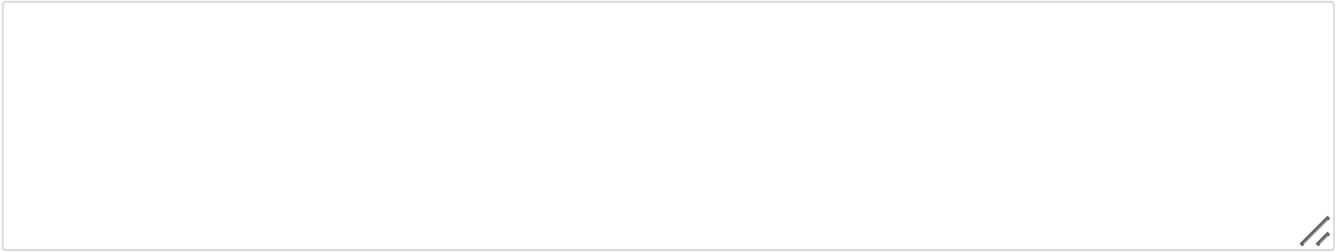
18 Location of examples that demonstrate there are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.



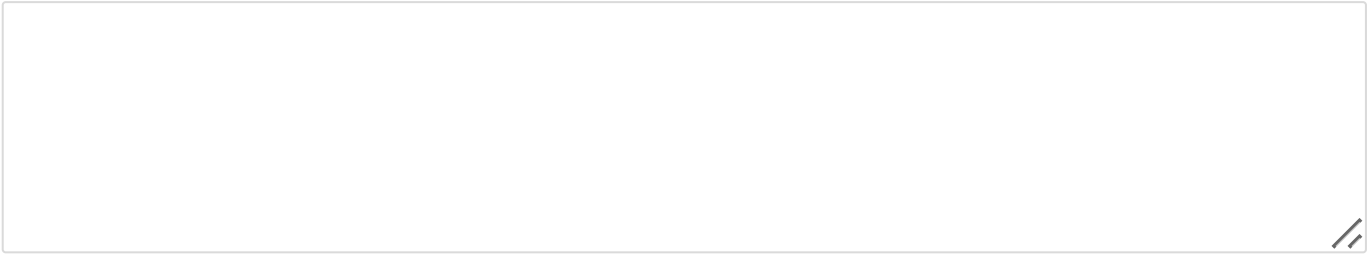
19 Location of examples that demonstrate activities and materials are designed to elicit high levels of student response and engagement.



20 Location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.



Comments

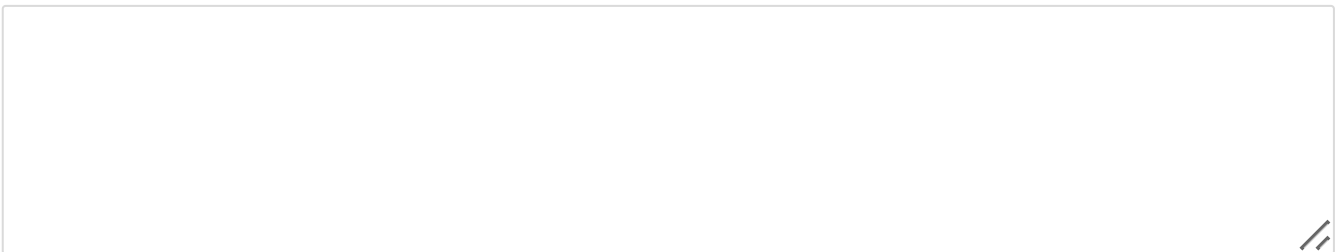


SECOND and THIRD GRADE

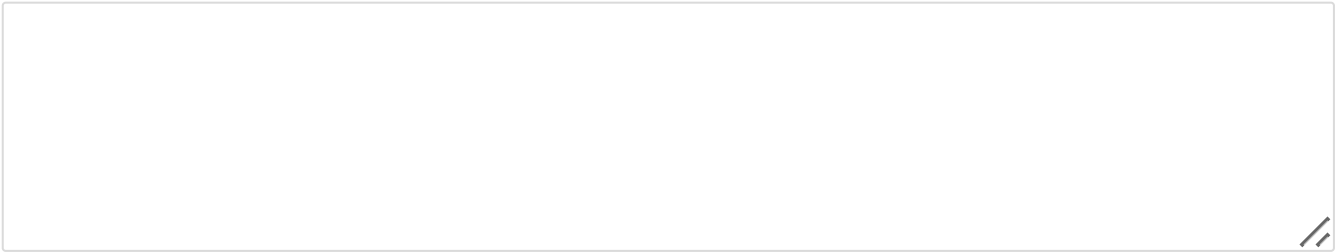
Indicators

Evidence

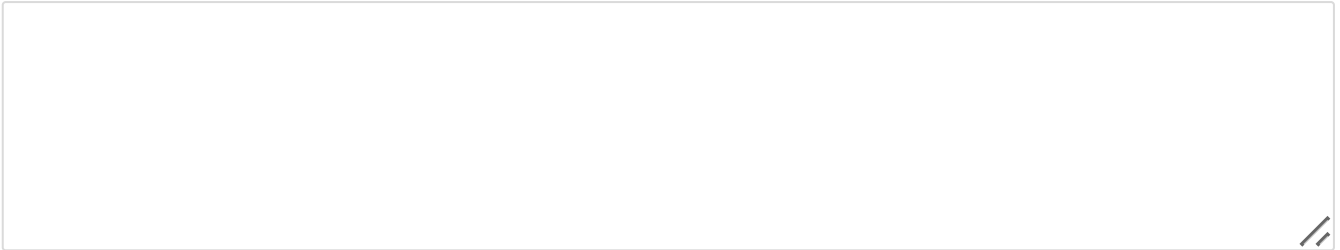
1 Location of examples that demonstrate the program includes a detailed scope and sequence of phonics patterns moves from simple word types, lengths, and complexities to more complex words, syllable types, and multisyllabic words.



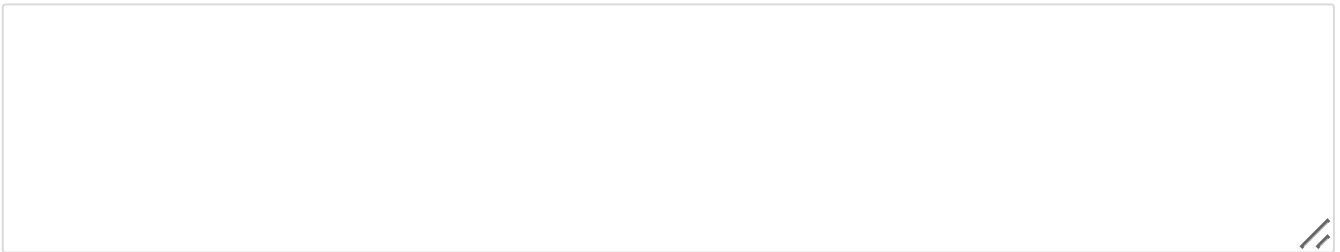
2 Location of examples that demonstrate there is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.



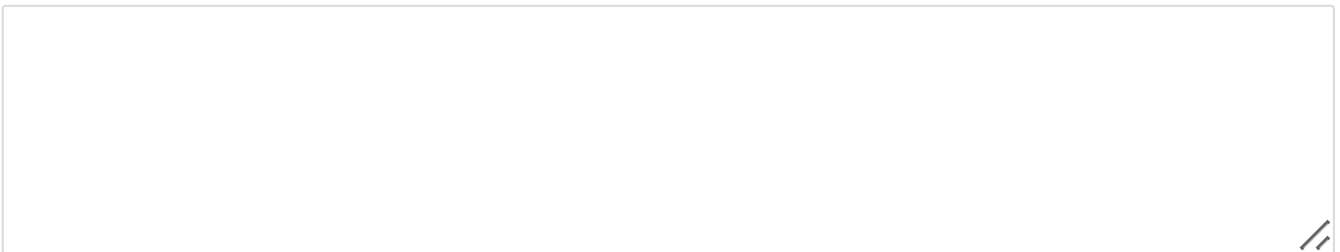
3 Location of examples that demonstrate new skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.



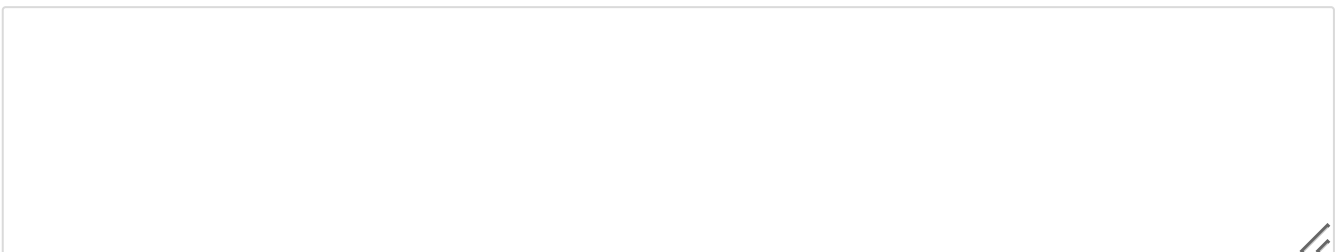
4 Location of examples that demonstrate lessons include specific and precise teacher language for immediate and corrective feedback.



5 Location of examples that demonstrate multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and/or morphological word parts to aid in word recognition.



6 Location of examples that demonstrate larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.



7 Location of examples that demonstrate instruction of similar, easily confused letter patterns are separated in time.

A large, empty rectangular box with a thin grey border, intended for notes or examples. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

8 Location of examples that demonstrate there is an explicit strategy for reading multisyllabic words.

A large, empty rectangular box with a thin grey border, intended for notes or examples. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

9 Location of examples that demonstrate spelling is integrated with the phonics instruction.

A large, empty rectangular box with a thin grey border, intended for notes or examples. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

10 Location of examples that demonstrate there are sufficient practice opportunities with word lists, phrases and decodable texts to build automaticity.

A large, empty rectangular box with a thin grey border, intended for notes or examples. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

11 Location of examples that demonstrate irregular, high-utility words are introduced (focusing attention on predictable letter-sound combinations) and practiced to automaticity.

A large, empty rectangular box with a thin grey border, intended for notes or examples. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

12 Location of examples that demonstrate words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for item 12. A small double-slash icon is located in the bottom right corner.

13 Location of examples that demonstrate there are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for item 13. A small double-slash icon is located in the bottom right corner.

14 Location of examples that demonstrate activities and materials are designed to elicit high levels of student response and engagement.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for item 14. A small double-slash icon is located in the bottom right corner.

15 Location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for item 15. A small double-slash icon is located in the bottom right corner.

Comments

FOURTH and FIFTH GRADE

Indicators

Evidence

1 Location of examples that demonstrate the program includes a detailed scope and sequence of advanced phonics and word analysis skills that moves from simpler word types, lengths, and complexities to more complex words, syllable types, morphological patterns, and/or multisyllabic words.

2 Location of examples that demonstrate new skills are explicitly taught 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 with teacher feedback.

3 Location of examples that demonstrate lessons include specific and precise teacher language for immediate and corrective feedback.

4 Location of examples that demonstrate multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and/or morphological word parts to aid in word recognition.

A large, empty rectangular box with a thin grey border, intended for handwritten notes. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

5 Location of examples that demonstrate there is an explicit strategy for reading multisyllabic words.

A large, empty rectangular box with a thin grey border, intended for handwritten notes. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

6 Location of examples that demonstrate spelling is integrated with word analysis instruction.

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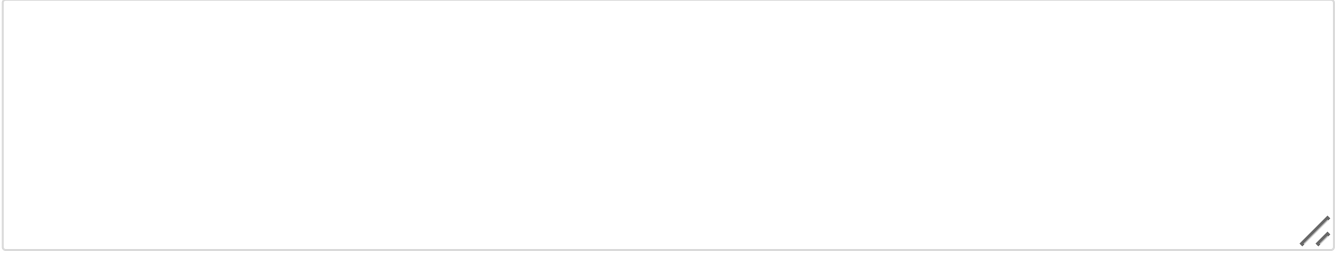
7 Location of examples that demonstrate there are sufficient practice opportunities with word lists, phrases, and texts that contain the word analysis elements to build automaticity.

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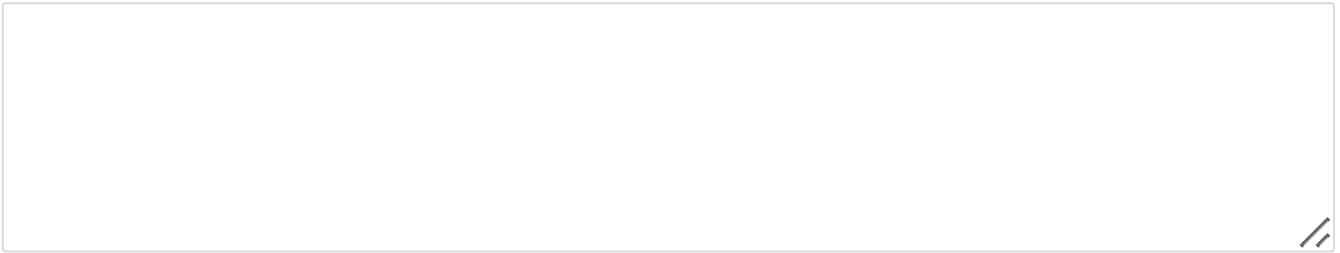
8 Location of examples that demonstrate irregular, high-utility words are introduced by focusing attention on both regular and irregular sound-letter combinations and practiced to automaticity.

A large, empty rectangular box with a thin grey border, intended for handwritten notes. In the bottom right corner, there are two short, parallel diagonal lines slanted upwards to the right.

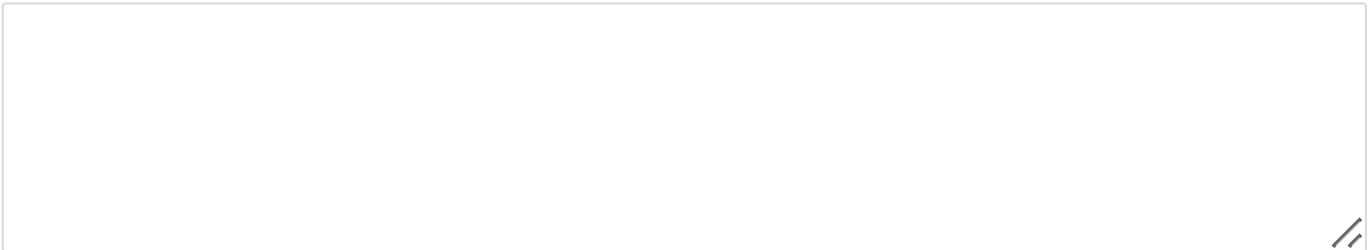
9 Location of examples that demonstrate activities and materials are designed to elicit high levels of student response and engagement.



10 Location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.



Comments



SIXTH, SEVENTH and EIGHTH GRADE

Indicators

Evidence

1 Location of examples that demonstrate the program includes a detailed scope and sequence of advanced word analysis skills that moves from simpler word types, lengths, and complexities to more complex words, syllable types, and/or morphological patterns.

2 Location of examples that demonstrate new skills are explicitly taught 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 with teacher feedback.

3 Location of examples that demonstrate lessons include specific and precise teacher language for immediate and corrective feedback.

4 Location of examples that demonstrate the reading and spelling of words are explicitly taught by integrating prior knowledge of the alphabetic principle, syllabication types, etymological influences, and/or high-utility morphological patterns to increase fluency of word recognition.

5 Location of examples that demonstrate irregular, high-utility words are introduced by focusing attention on both regular and irregular sound-letter combinations and practiced to increase fluency of word recognition.

6 The location of examples that demonstrate there are sufficient practice opportunities with word lists, phrases, and texts that contain the word analysis elements to build automaticity.

7 Location of examples that demonstrate activities and materials are designed to elicit high levels of student response and engagement.

8 The location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.

Comments

I understand the [VLA Requirements](#). *

I agree to the [Terms of Service](#). *

SAVE DRAFT

SUBMIT

Supplemental Instructional Materials: Text Reading and Fluency

Supplemental Instructional Materials:

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage  *

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

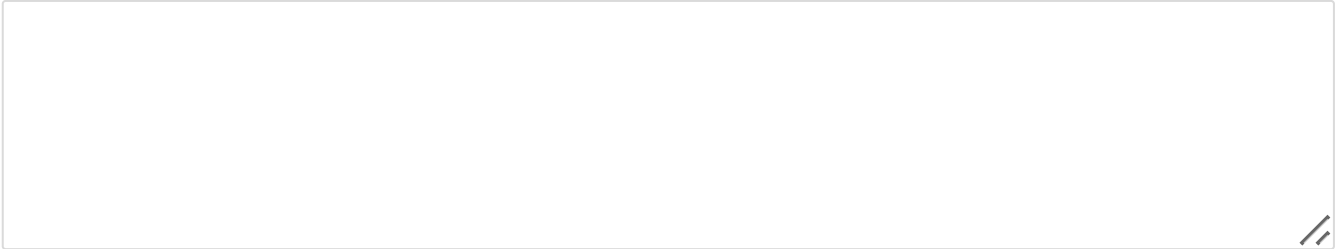
Supplemental Instructional Materials Worksheet: Text Reading and Fluency

FIRST, SECOND, and THIRD GRADE

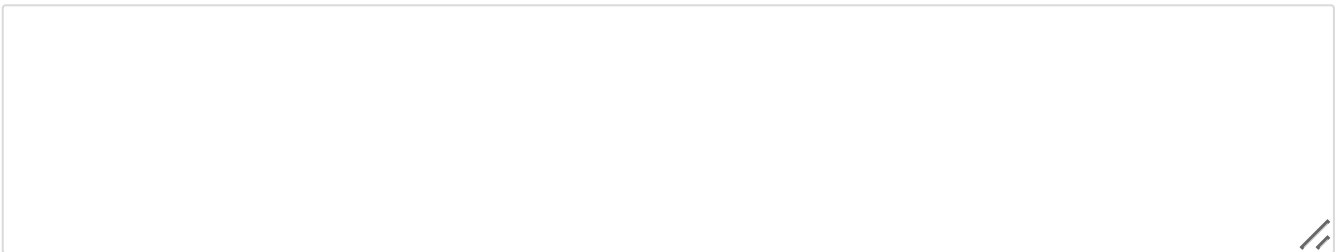
Indicators

Evidence

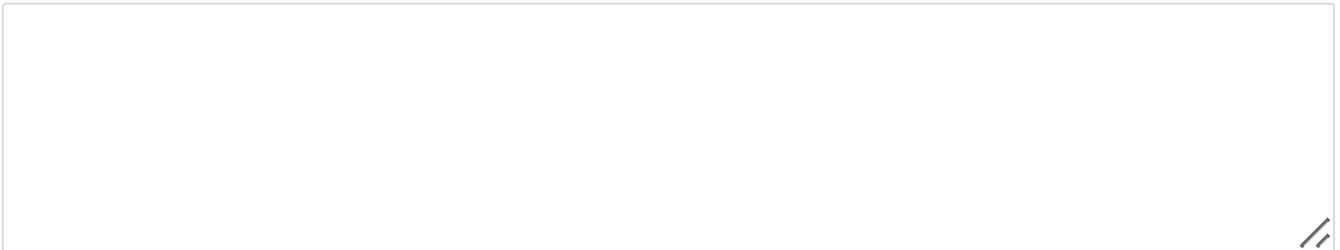
1 The location of examples that demonstrate sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular words with taught patterns and irregular words.

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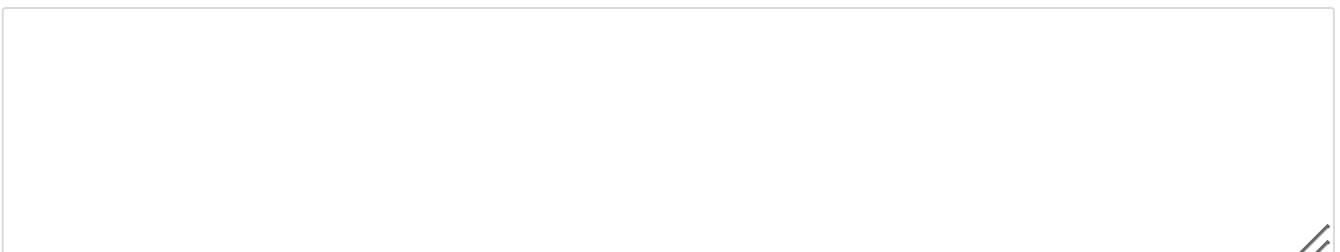
2 Location of examples that demonstrate the texts students are asked to read independently include both controlled text that contains previously taught phonic elements and other rich, complex text accessible to the student.

A large, empty rectangular box with a thin grey border, intended for providing evidence for the second point. A small double-slash icon is located in the bottom right corner.

3 Location of examples that demonstrate fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).

A large, empty rectangular box with a thin grey border, intended for providing evidence for the third point. A small double-slash icon is located in the bottom right corner.

4 Location of examples that demonstrate there are sufficient numbers of controlled decodable text that align to the phonics scope and sequence available to allow students to practice to automaticity.

A large, empty rectangular box with a thin grey border, intended for providing evidence for the fourth point. A small double-slash icon is located in the bottom right corner.

5 Location of examples that demonstrate materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.

6 Location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to differentiate oral reading fluency instruction based on students' needs and progress.

Comments

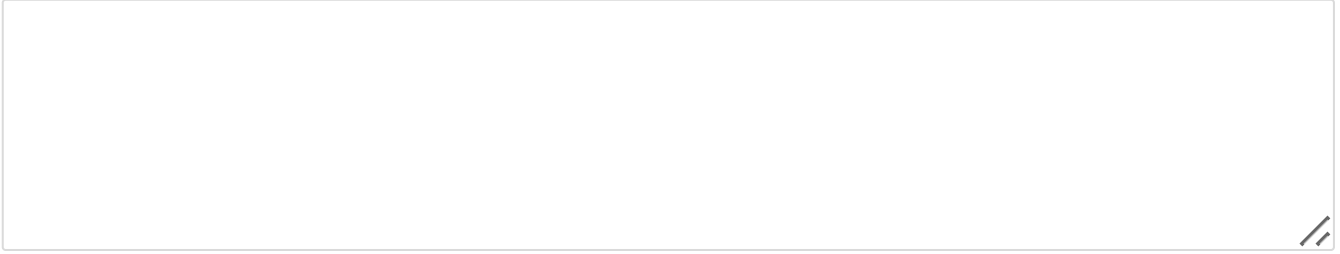
FOURTH and FIFTH GRADE

Indicators

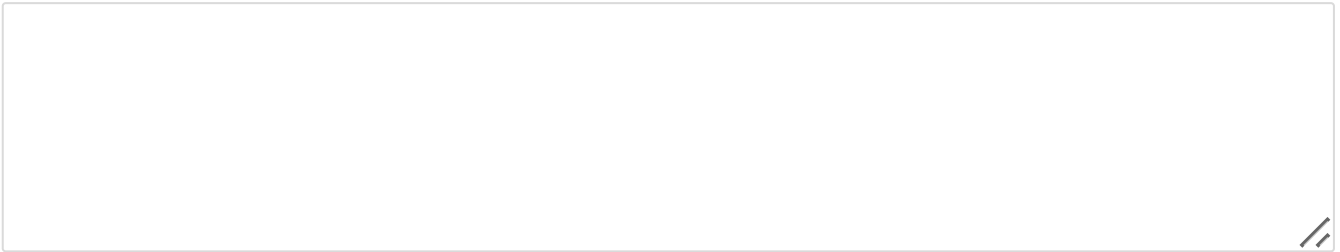
Evidence

1 Location of examples that demonstrate the texts students are asked to read independently include both controlled text that contains previously taught phonic elements and affixes and other rich, complex text accessible to the student.

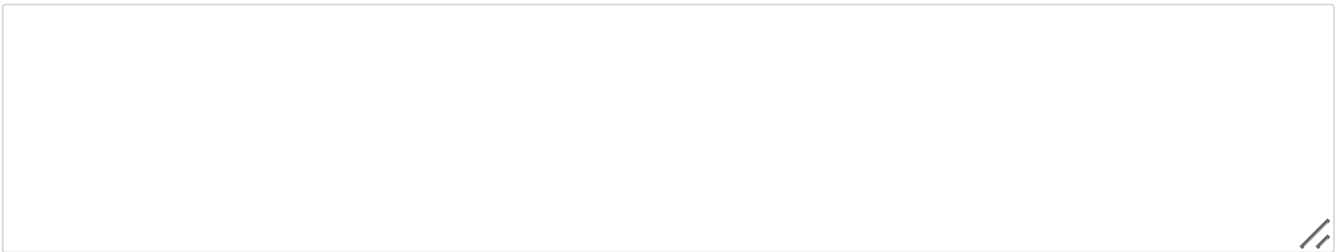
2 Location of examples that demonstrate fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).

A large, empty rectangular box with a thin grey border, intended for the user to provide examples or evidence for criterion 2. A small icon of two parallel diagonal lines is located in the bottom right corner of the box.

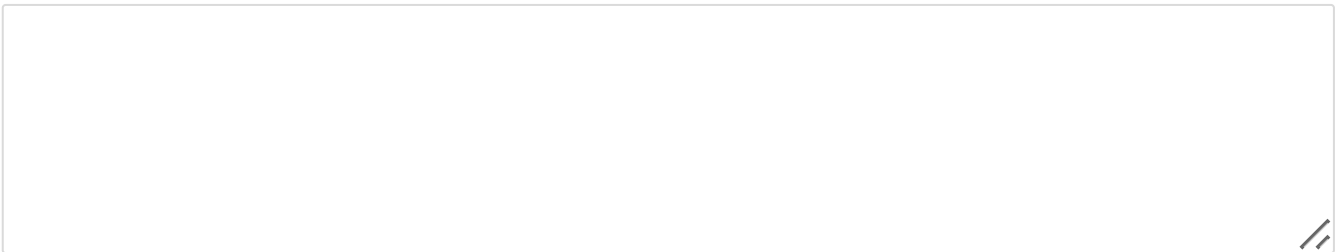
3 Location of examples that demonstrate there are sufficient numbers of controlled text that align to the morphology scope and sequence available to allow students to practice to automaticity.

A large, empty rectangular box with a thin grey border, intended for the user to provide examples or evidence for criterion 3. A small icon of two parallel diagonal lines is located in the bottom right corner of the box.

4 Location of examples that demonstrate materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.

A large, empty rectangular box with a thin grey border, intended for the user to provide examples or evidence for criterion 4. A small icon of two parallel diagonal lines is located in the bottom right corner of the box.

5 Location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to differentiate oral reading fluency instruction based on students' needs and progress.

A large, empty rectangular box with a thin grey border, intended for the user to provide examples or evidence for criterion 5. A small icon of two parallel diagonal lines is located in the bottom right corner of the box.

Comments

SIXTH, SEVENTH and EIGHTH GRADE

Indicators

Evidence

1 The location of examples that demonstrate fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).

2 Location of examples that demonstrate there are sufficient numbers of controlled text that align to the morphology scope and sequence available to allow students to practice to automaticity.

3 Location of examples that demonstrate materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students may be able to read on their own.

4 Location of examples that demonstrate the program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to differentiate oral reading fluency instruction based on students' needs and progress.

Comments

I understand the [VLA Requirements](#). *

I agree to the [Terms of Service](#). *

SAVE DRAFT

SUBMIT

Supplemental Instructional Materials: Vocabulary

Supplemental Instructional Materials:

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage  *

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

Supplemental Instructional Materials Worksheet: Vocabulary

KINDERGARTEN and FIRST GRADE

Indicators

Evidence

1 Location of evidence the program includes a detailed scope and sequence of vocabulary skills.

2 Location of examples that demonstrate words selected for instruction are rich, high-utility words 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 Location of examples that demonstrate new words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.

4 Location of examples that demonstrate words that have been taught are repeated multiple times in a variety of contexts.

5 Location of examples that demonstrate new words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.

6 Location of evidence that demonstrates there is cumulative review and practice of previously learned words.

A large, empty rectangular box with a thin grey border, intended for providing evidence for item 6. A small double-slash icon is located in the bottom right corner.

7 Location of examples that demonstrate students are exposed to a breadth of vocabulary words through high-quality text.

A large, empty rectangular box with a thin grey border, intended for providing examples for item 7. A small double-slash icon is located in the bottom right corner.

8 Location of examples that demonstrate basic morphemic analysis 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).

A large, empty rectangular box with a thin grey border, intended for providing examples for item 8. A small double-slash icon is located in the bottom right corner.

9 Location of examples that demonstrate students are asked to demonstrate understanding word meaning by using words in oral sentences.

A large, empty rectangular box with a thin grey border, intended for providing examples for item 9. A small double-slash icon is located in the bottom right corner.

10 Location of examples that demonstrate activities and materials are designed to elicit high levels of response and engagement.

A large, empty rectangular box with a thin grey border, intended for providing examples for item 10. A small double-slash icon is located in the bottom right corner.

Comments

SECOND and THIRD GRADE

Indicators

Evidence

1 The location of evidence that demonstrates the program includes a detailed scope and sequence of vocabulary skills.

2 Location of examples that demonstrate words selected for instruction are rich, high-utility words 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 Location of examples that demonstrate new words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.

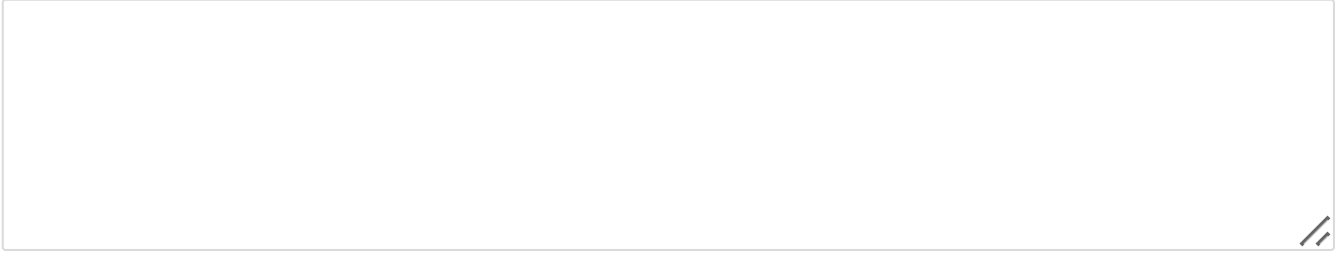
4 Location of examples that demonstrate words that have been taught are repeated multiple times in a variety of contexts.

5 Location of examples that demonstrate new words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.

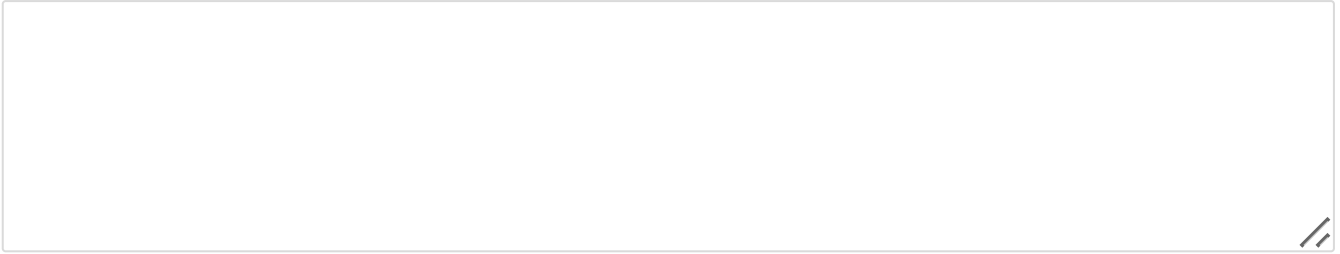
6 Location of evidence that demonstrates students are exposed to a breadth of vocabulary words through high-quality text.

7 Location of examples that demonstrate basic morphemic analysis 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).

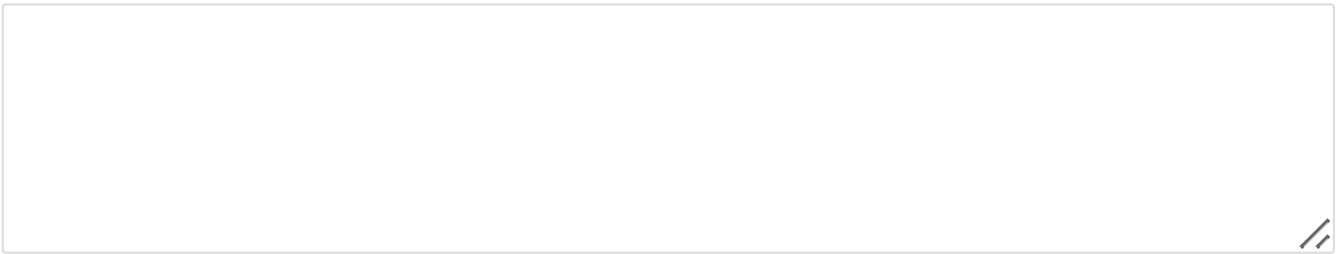
8 Location of examples that demonstrate students are asked to demonstrate understanding of word meaning by using words in oral and written sentences.



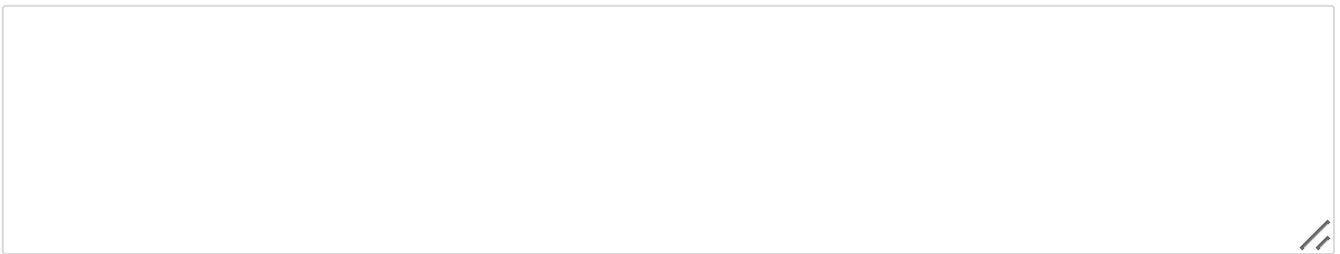
9 Location of examples that demonstrate students are taught simple multiple meaning words and homophones.



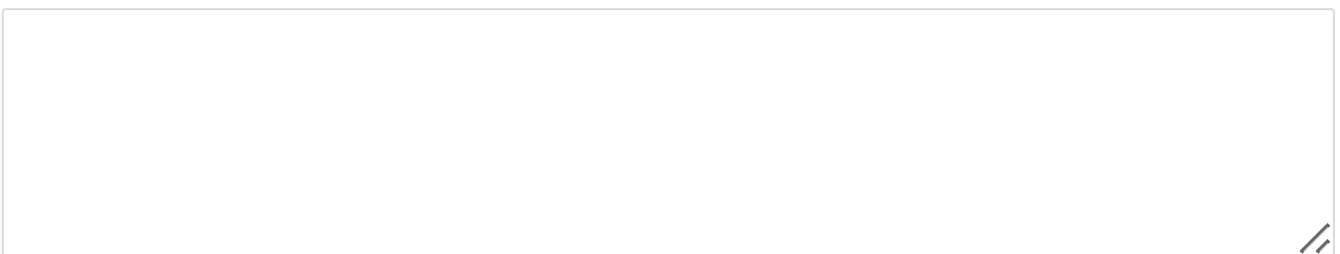
10 Location of examples that demonstrate students are taught to predict meaning using antonyms and synonyms, words in compound words, and prefixes and suffixes.



11 Location of examples that demonstrate activities and materials are designed to elicit high levels of response and engagement.



12 Location of examples that demonstrate there is cumulative review and practice of previously learned words.



Comments

FOURTH and FIFTH GRADE

Indicators

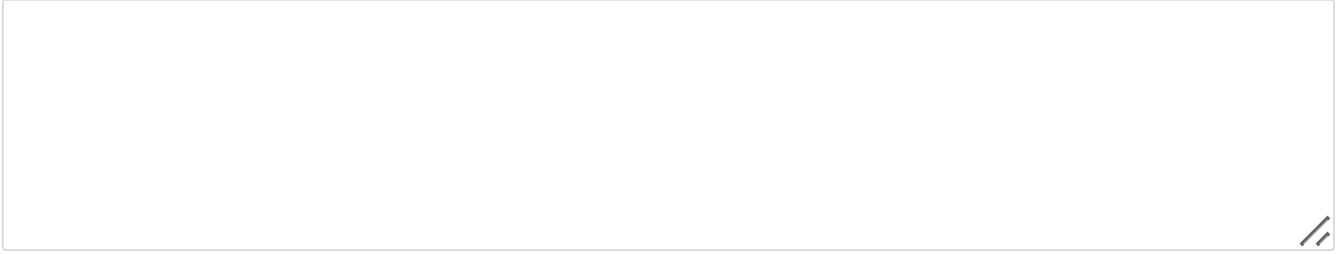
Evidence

1 Location of examples that demonstrate there is a detailed scope and sequence of vocabulary skills.

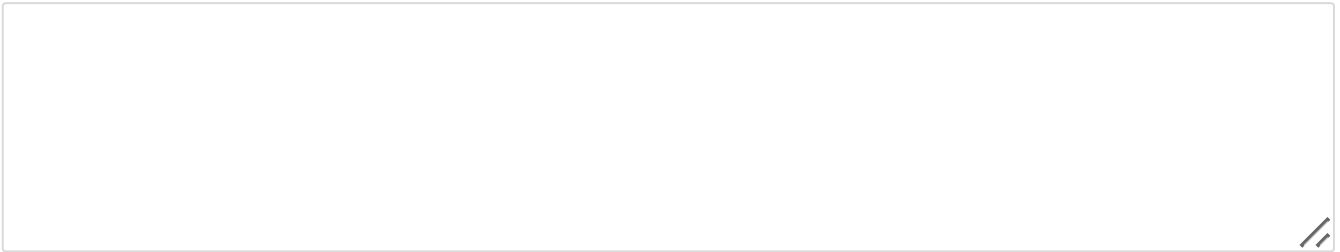
2 Location of examples that demonstrate words selected for instruction are rich, high-utility words that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text, and words from content area instruction.

3 Location of examples that demonstrate new words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.

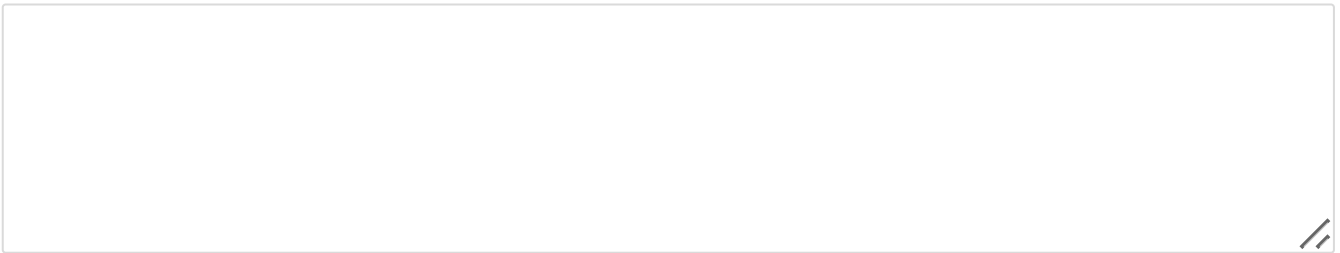
4 Location of examples that demonstrate words that have been taught are repeated multiple times in a variety of contexts.

A large, empty rectangular box with a thin black border, intended for providing evidence for criterion 4. A small double-slash icon is located in the bottom right corner.

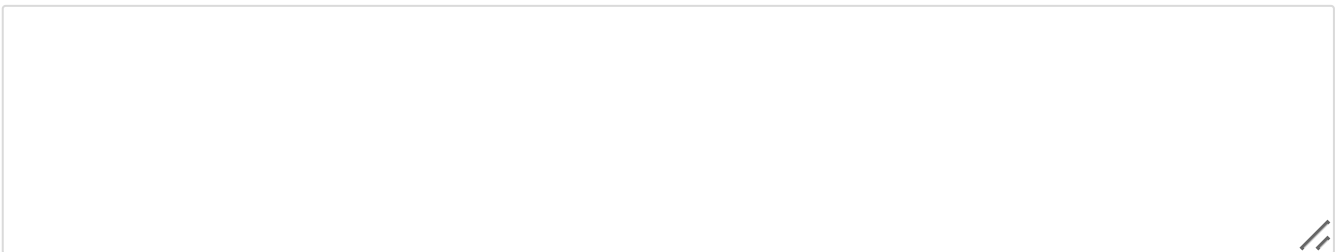
5 Location of examples that demonstrate new words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.

A large, empty rectangular box with a thin black border, intended for providing evidence for criterion 5. A small double-slash icon is located in the bottom right corner.

6 Location of evidence that demonstrates students are exposed to a breadth of vocabulary words through high-quality text.

A large, empty rectangular box with a thin black border, intended for providing evidence for criterion 6. A small double-slash icon is located in the bottom right corner.

7 Location of examples that demonstrate advanced morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of Greek and Latin roots and affixes.

A large, empty rectangular box with a thin black border, intended for providing evidence for criterion 7. A small double-slash icon is located in the bottom right corner.

8 Location of examples that demonstrate students are asked to demonstrate understanding of word meaning by using words in oral and written sentences.

9 Location of examples that demonstrate students are taught more complex multiple meaning words and homophones.

10 Location of examples that demonstrate students are taught to predict meaning using antonyms and synonyms, roots, and prefixes and suffixes.

11 Location of examples that demonstrate activities and materials are designed to elicit high levels of response and engagement.

12 Location of examples that demonstrate there is cumulative review and practice of previously learned words.

Comments

SIXTH, SEVENTH and EIGHTH GRADE

Indicators

Evidence

1 Location of evidence that demonstrates the program includes a detailed scope and sequence of vocabulary skills.

2 Location of examples that demonstrate words selected for instruction are rich, high-utility words 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 Location of examples that demonstrate new words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.

4 Location of examples that demonstrate words that have been taught are repeated multiple times in a variety of contexts.

A large, empty rectangular box with a thin black border, intended for collecting evidence for criterion 4. A small double-slash icon is located in the bottom right corner.

5 Location of examples that demonstrate new words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.

A large, empty rectangular box with a thin black border, intended for collecting evidence for criterion 5. A small double-slash icon is located in the bottom right corner.

6 Location of evidence that demonstrates students are exposed to a breadth of vocabulary words through high-quality text.

A large, empty rectangular box with a thin black border, intended for collecting evidence for criterion 6. A small double-slash icon is located in the bottom right corner.

7 Location of evidence that demonstrates advanced morphemic analysis and etymology is taught explicitly and systematically to support the development of word meaning through knowledge of word origin and Greek and Latin roots.

A large, empty rectangular box with a thin black border, intended for collecting evidence for criterion 7. A small double-slash icon is located in the bottom right corner.

8 Location of evidence that demonstrates students are asked to demonstrate understanding of word meaning by using words in oral and written sentences.

9 Location of evidence that demonstrates students are taught to predict meaning using morphology.

10 Location of evidence that demonstrates activities and materials are designed to elicit high levels of response and engagement.

11 Location of evidence that demonstrates there is cumulative review and practice of previously learned words.

Comments

I understand the VLA Requirements. *

I agree to the Terms of Service. *

SAVE DRAFT

SUBMIT

Supplemental Instructional Materials: Developing Comprehension and Background Knowledge

Supplemental Instructional Materials: Developing Comprehension and Background Knowledge

Submission Information

Name of Provider *

Product Title and Edition *

Product Webpage  *

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

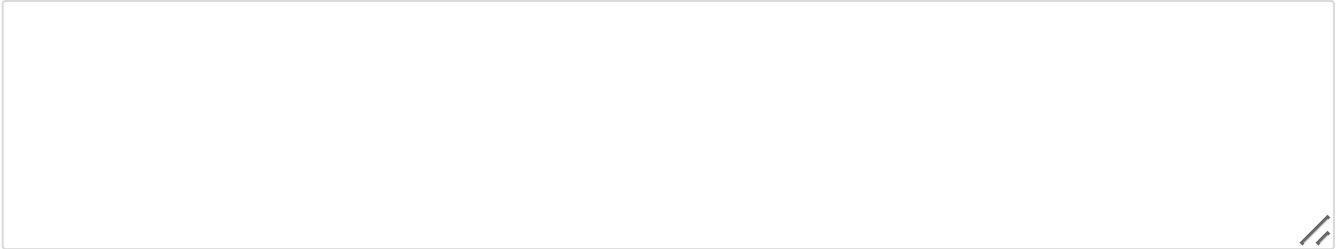
Supplemental Instructional Materials Worksheet: Developing Comprehension and Background Knowledge

KINDERGARTEN and FIRST GRADE

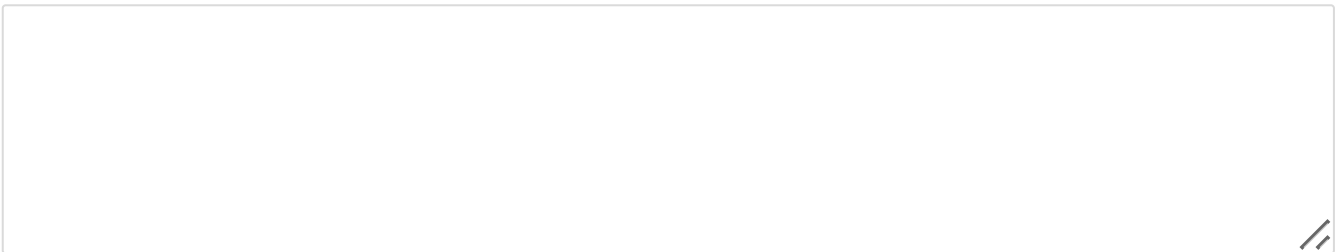
Indicators

Evidence

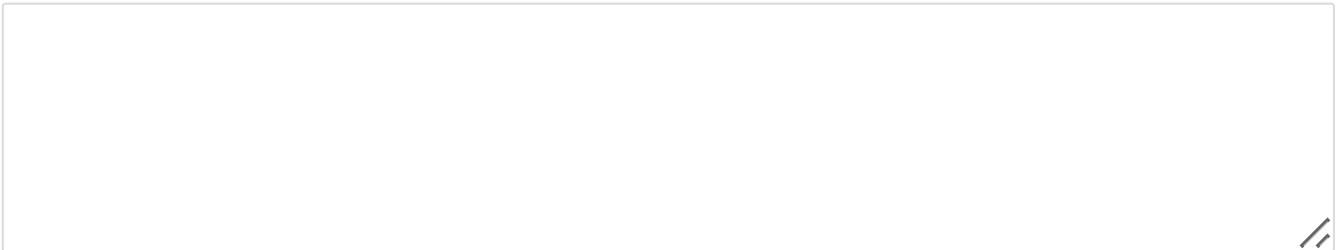
1 Location of examples that demonstrate the program includes a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.

A large, empty rectangular box with a thin grey border, intended for providing evidence for criterion 1. A small double-slash icon is located in the bottom right corner.

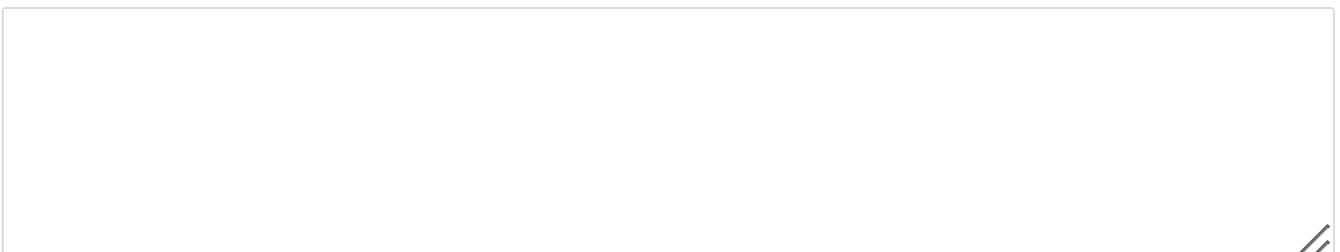
2 Location of examples that demonstrate narrative story structure is modeled with multiple examples and opportunities for practice.

A large, empty rectangular box with a thin grey border, intended for providing evidence for criterion 2. A small double-slash icon is located in the bottom right corner.

3 Location of examples that demonstrate students are explicitly taught to do an oral retelling of events or stories that were read to them.

A large, empty rectangular box with a thin grey border, intended for providing evidence for criterion 3. A small double-slash icon is located in the bottom right corner.

4 Location of examples that demonstrate the use of informational text structure is modeled with multiple examples and opportunities for practice.

A large, empty rectangular box with a thin grey border, intended for providing evidence for criterion 4. A small double-slash icon is located in the bottom right corner.

5 Location of examples that demonstrate there are multiple opportunities to listen to narrative and expository text forms and engage in interactive discussion of the meanings of text.

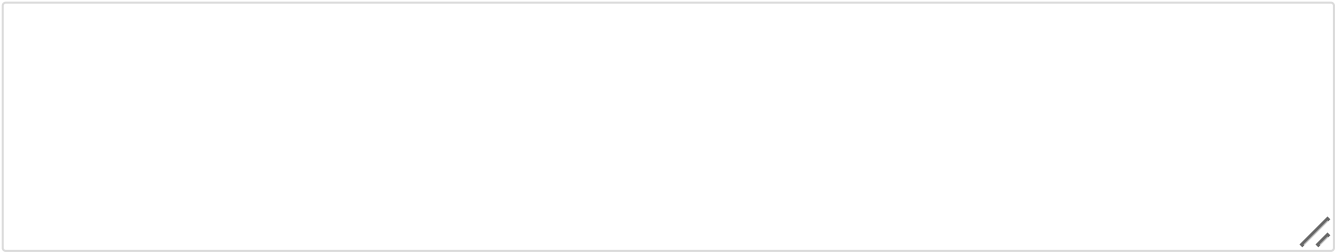
6 Location of examples that demonstrate complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

7 Location of examples that demonstrate high-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.

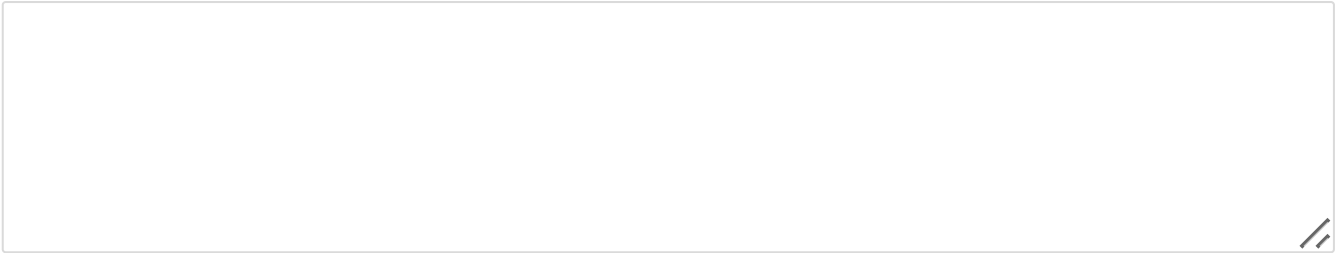
8 Location of examples that demonstrate a purpose is set for each reading of each text.

9 Location of examples that demonstrate the text selections include guiding questions to ask while reading aloud.

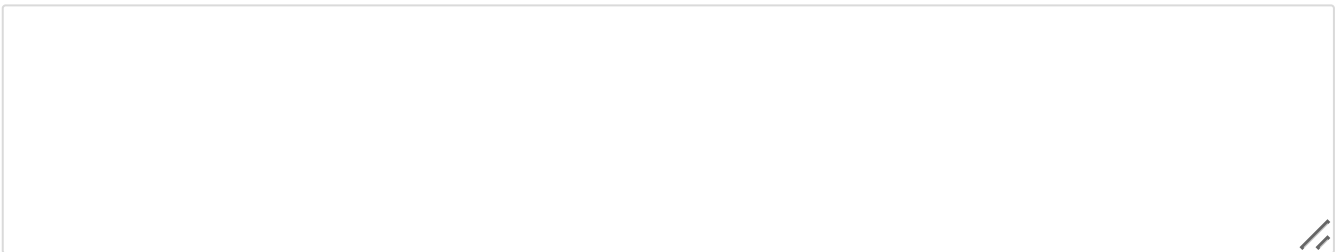
10 Location of examples that demonstrate guiding questions move thinking from literal to deep and require inference making.



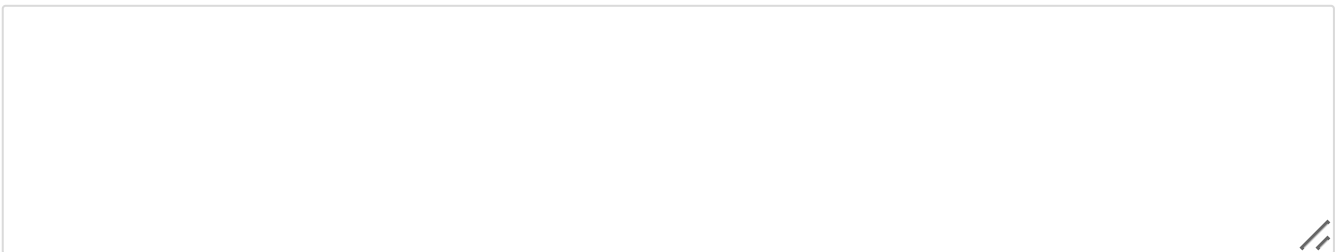
11 Location of examples that demonstrate the materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.



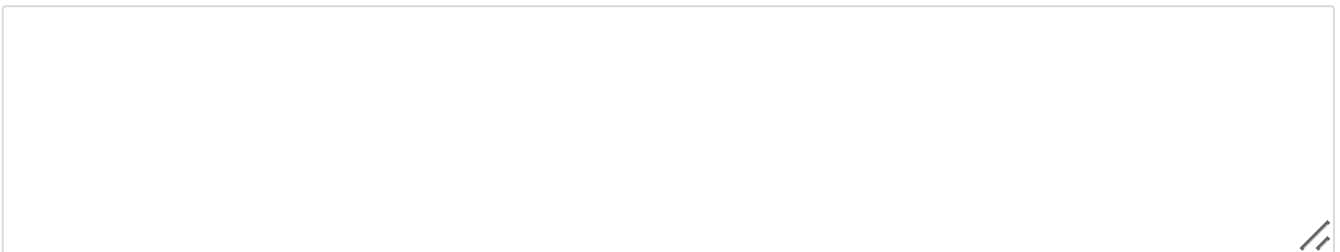
12 Location of examples that demonstrate the materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.



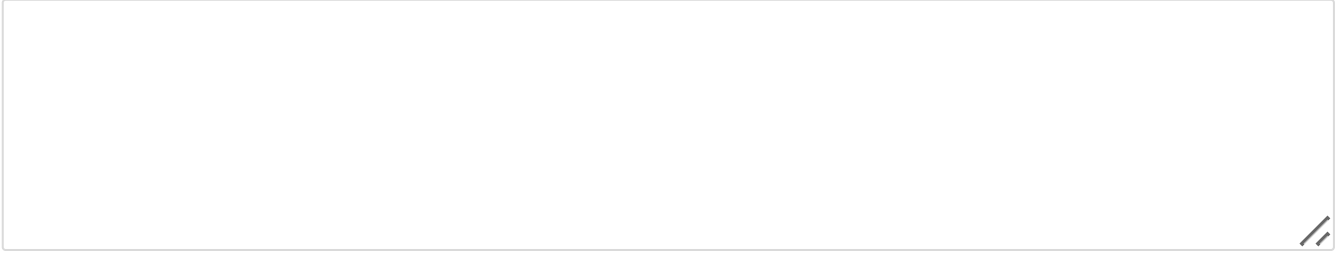
13 Location of examples that demonstrate high-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high quality literature and text.



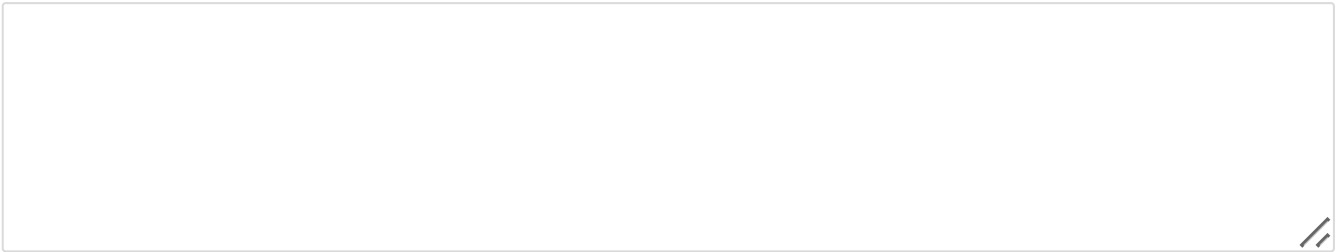
14 Location of examples that demonstrate the program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.



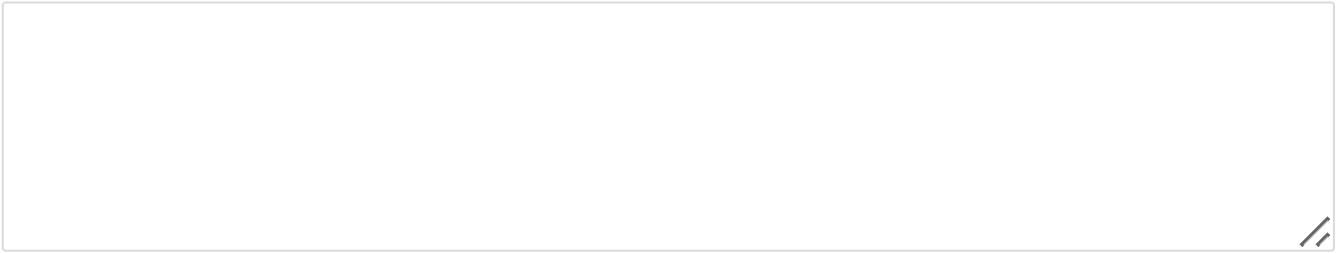
15 Location of examples that demonstrate the program provides guidance for teachers on how to scaffold students' discussion of complex text.



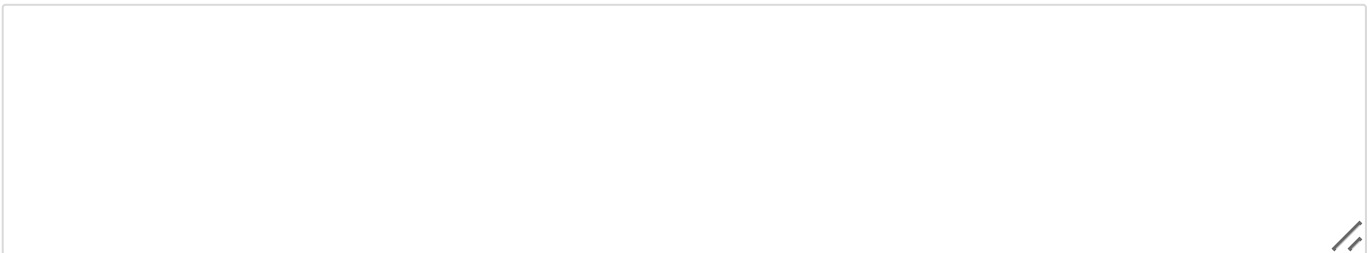
16 Location of examples that demonstrate previously taught content, skills, and strategies are connected with new content and texts.



17 Location of examples that demonstrate activities and materials are designed to elicit high levels of response and engagement.



Comments

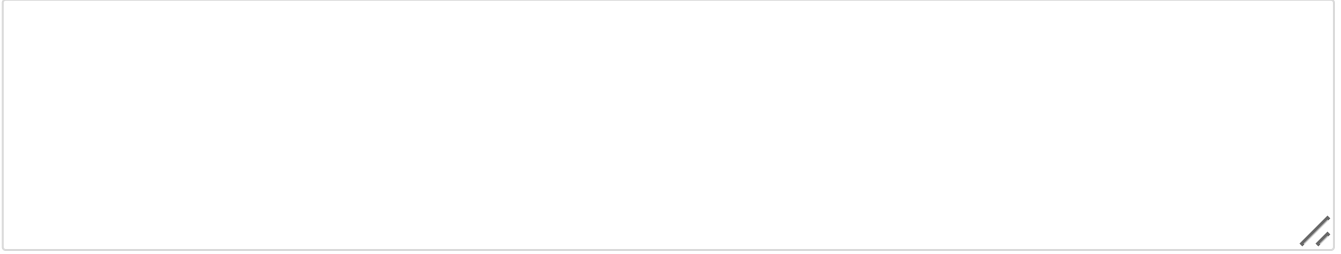


SECOND and THIRD GRADE

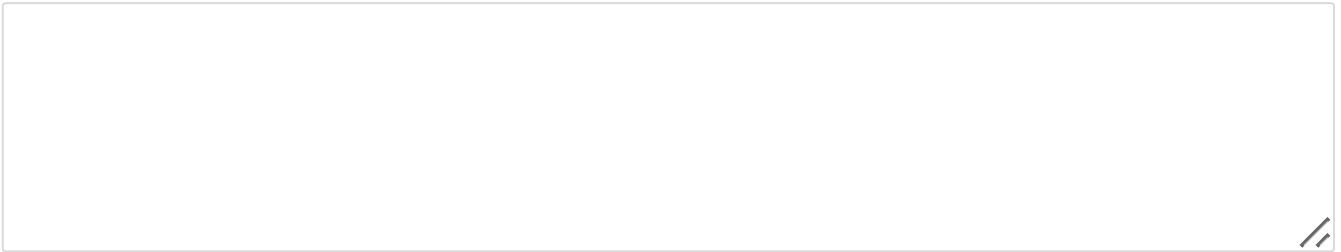
Indicators

Evidence

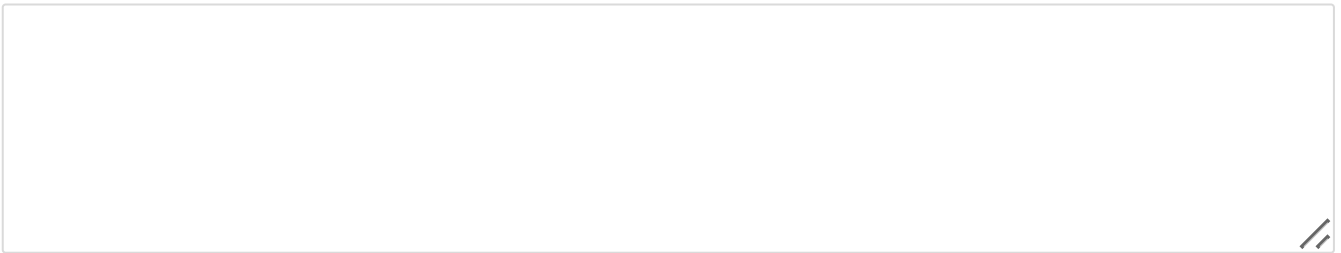
1 Location of examples that demonstrate the program includes a clear scope and sequence that guides comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.

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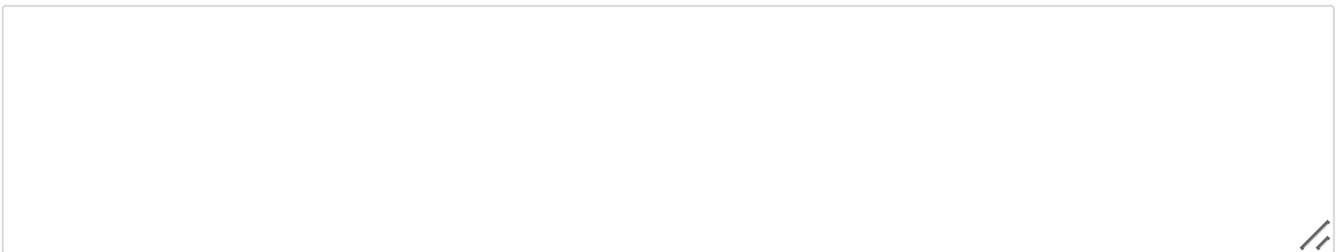
2 Location of examples that demonstrate narrative story structure is modeled with multiple examples and opportunities for practice.

A large, empty rectangular box with a thin grey border, intended for a response to the second question. In the bottom right corner, there are two short, parallel diagonal lines.

3 Location of examples that demonstrate the program includes explicit instruction in text structure, including using text structure as a tool for organizing information. A variety of structures are modeled with multiple examples.

A large, empty rectangular box with a thin grey border, intended for a response to the third question. In the bottom right corner, there are two short, parallel diagonal lines.

4 Location of examples that demonstrate there are multiple opportunities to listen to and read narrative and expository text forms and engage in interactive discussion of the meanings of text.

A large, empty rectangular box with a thin grey border, intended for a response to the fourth question. In the bottom right corner, there are two short, parallel diagonal lines.

5 Location of examples that demonstrate lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts.

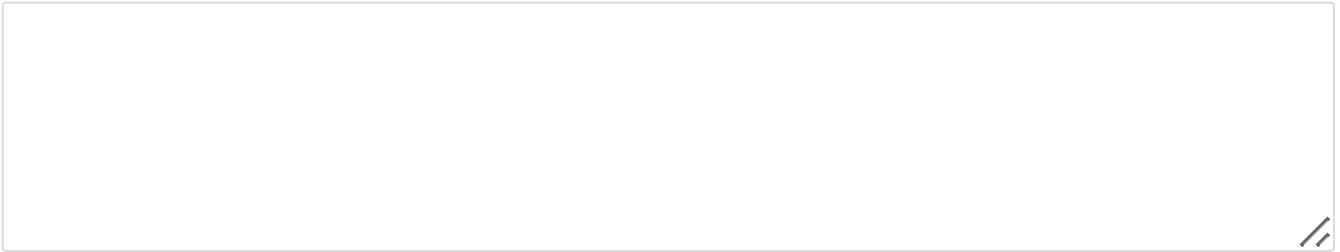
6 Location of examples to demonstrate lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.

7 Location of examples that demonstrate complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

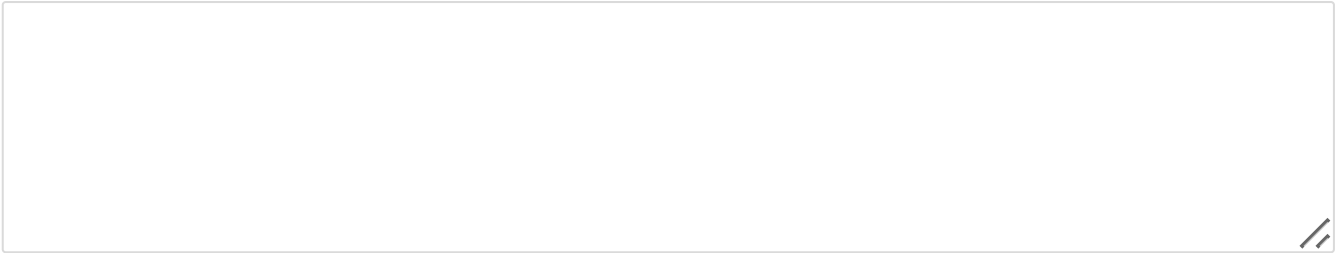
8 Location of examples that demonstrate high-utility words are pre-selected and explicitly taught (before, during, or after) a read aloud.

9 Location of examples that demonstrate a purpose is set for each reading of each text.

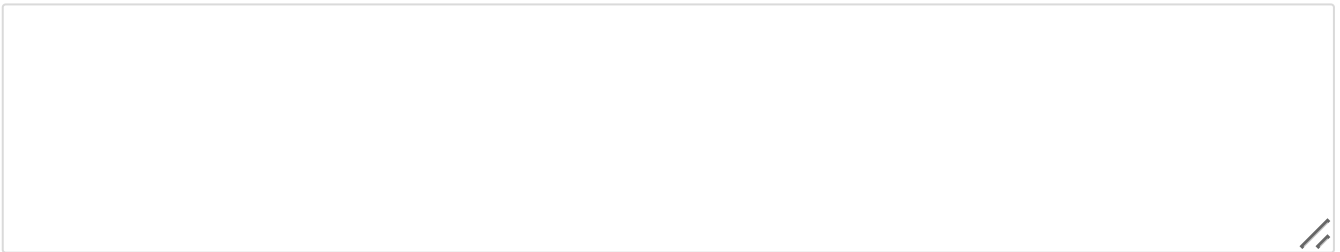
10 Location of examples that demonstrate the text selections include guiding questions to ask while reading aloud.



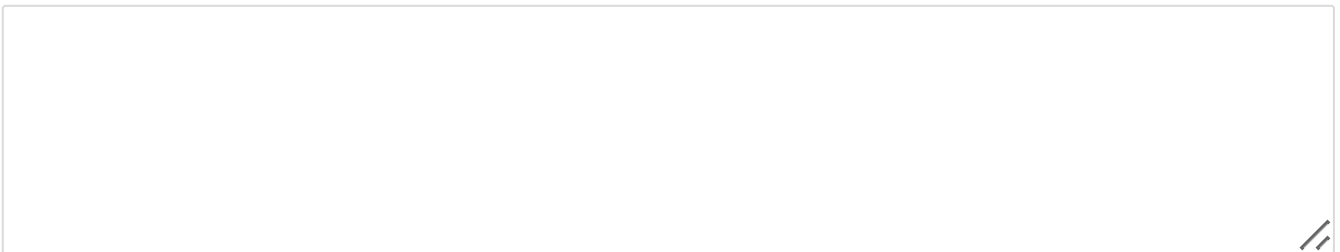
11 Location of examples that demonstrate guiding questions move thinking from literal to deep and require inference making.



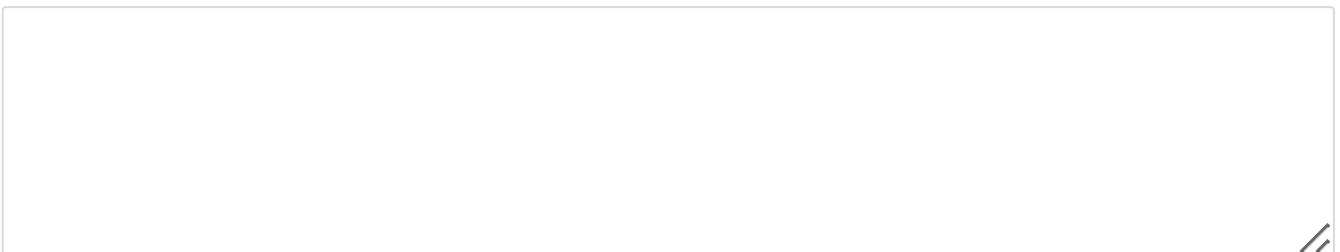
12 Location of examples that demonstrate a coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking and listening.



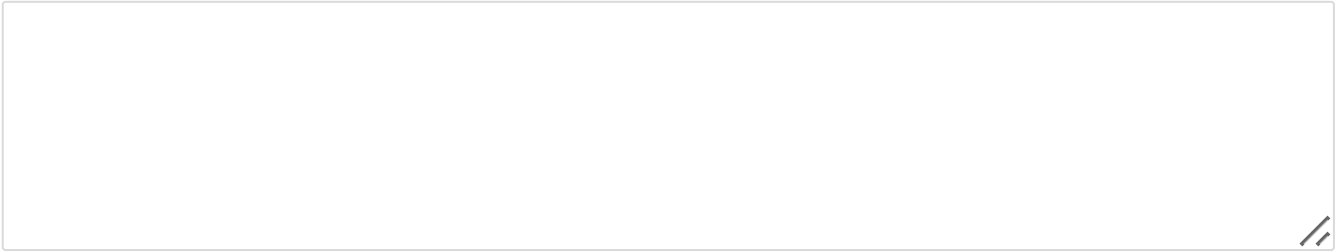
13 Location of examples that demonstrate program materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.



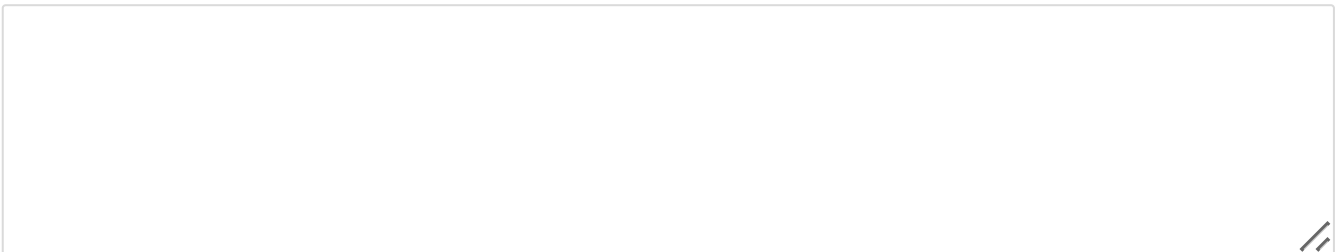
14 Location of examples that demonstrate the materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.



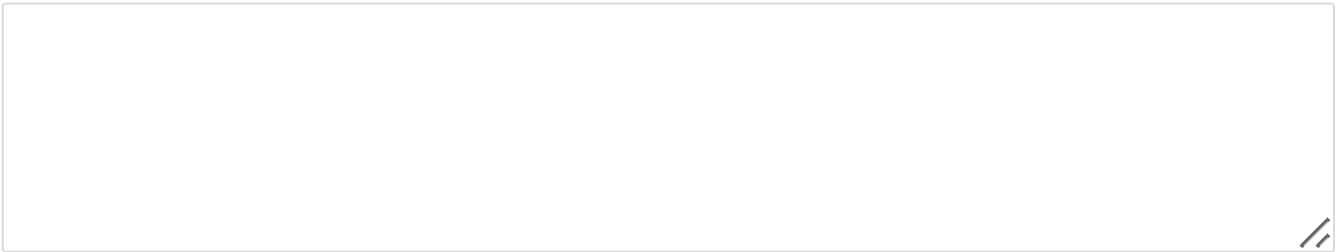
15 Location of examples that demonstrate high-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high quality literature and text.

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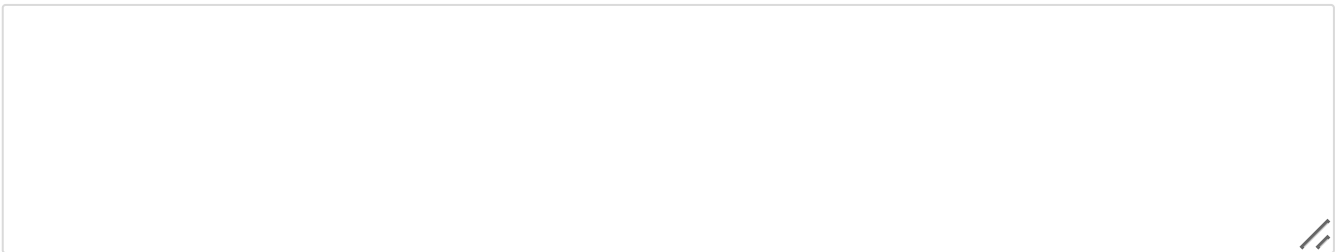
16 Location of examples that demonstrate the program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for item 16. A small double-slash icon is located in the bottom right corner.

17 Location of examples that demonstrate the program provides guidance for teachers on how to scaffold students' reading and discussion of complex text.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for item 17. A small double-slash icon is located in the bottom right corner.

18 Location of examples that demonstrate previously taught content, skills, and strategies are connected with new content and texts.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for item 18. A small double-slash icon is located in the bottom right corner.

19 Location of examples that activities and materials are designed to elicit high levels of response and engagement.

20 Location of examples that demonstrate differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

Comments

FOURTH and FIFTH GRADE

Indicators

Evidence

1 Location of examples that demonstrate the program includes a clear scope and sequence that guides comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.

2 Location of examples that demonstrate narrative story structure is modeled with multiple examples and opportunities for practice.

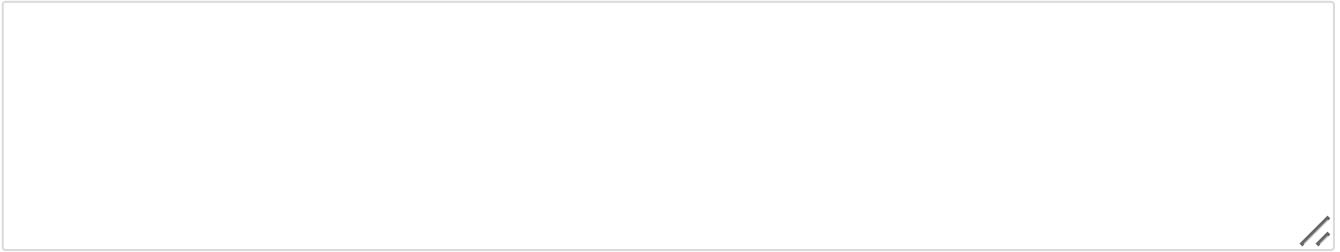
3 Location of examples that demonstrate there is explicit instruction in text structure, including using text structure as a tool for organizing information. A variety of structures are modeled with multiple examples.

4 Location of examples that demonstrate there are multiple opportunities to listen to and read narrative and expository text forms and engage in interactive discussion of the meanings of text.

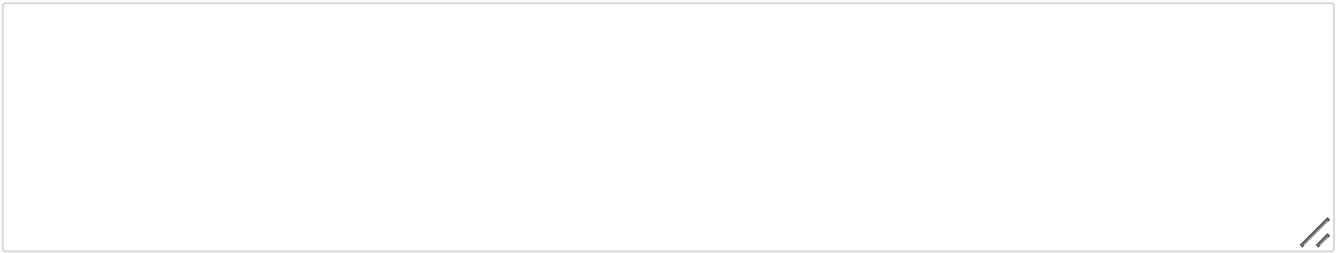
5 Location of examples that demonstrate lessons include explicit instruction in analyzing elements of narrative and expository texts and comparing and contrasting elements within and among texts of the same and different genre.

6 Location of examples that demonstrate lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.

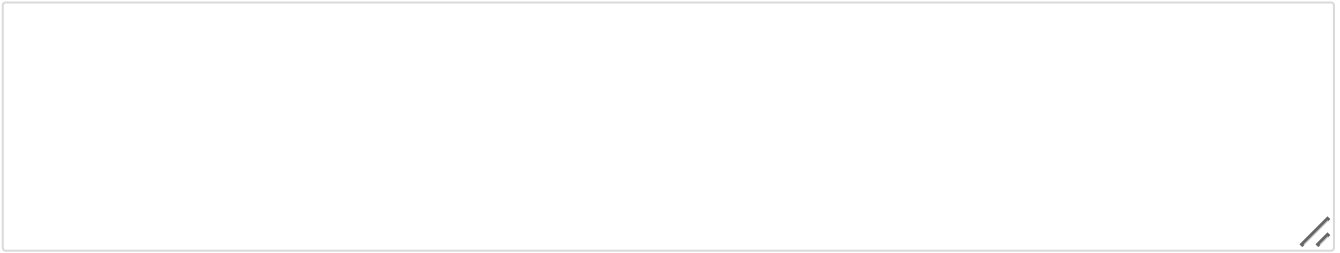
7 Location of examples that demonstrate complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.



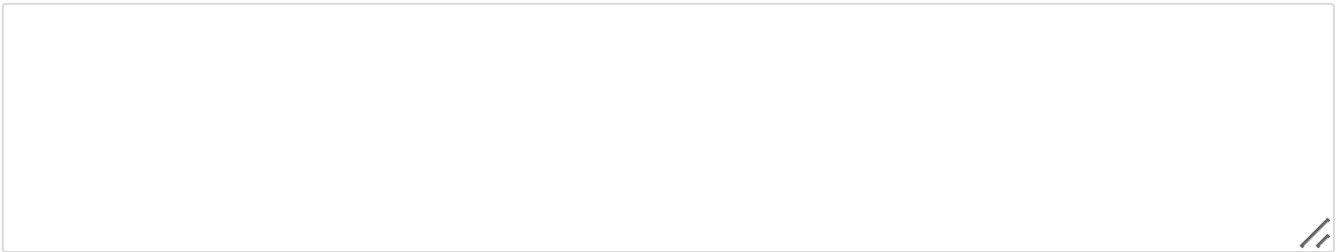
8 Location of examples that demonstrate high-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.



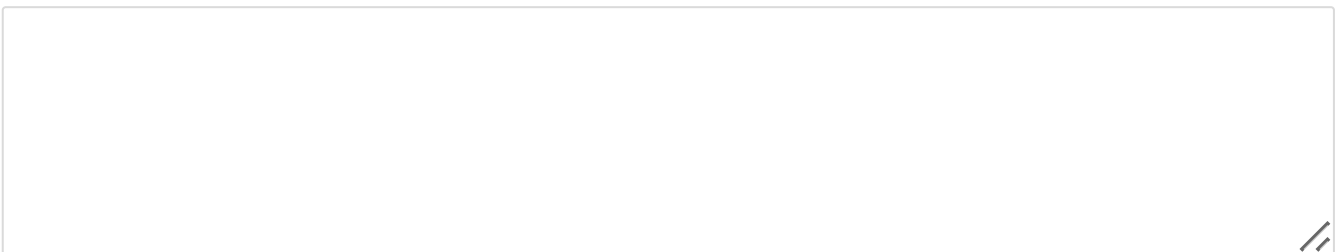
9 Location of examples that demonstrate a purpose is set for each reading of each text.



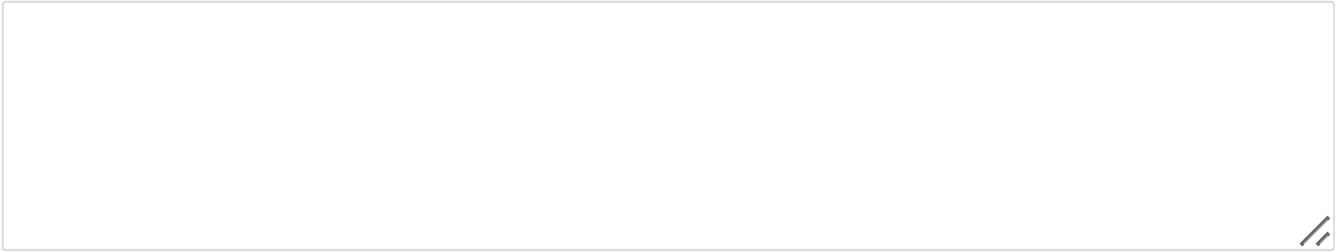
10 Location of examples that demonstrate the text selections include guiding questions to ask while reading aloud.



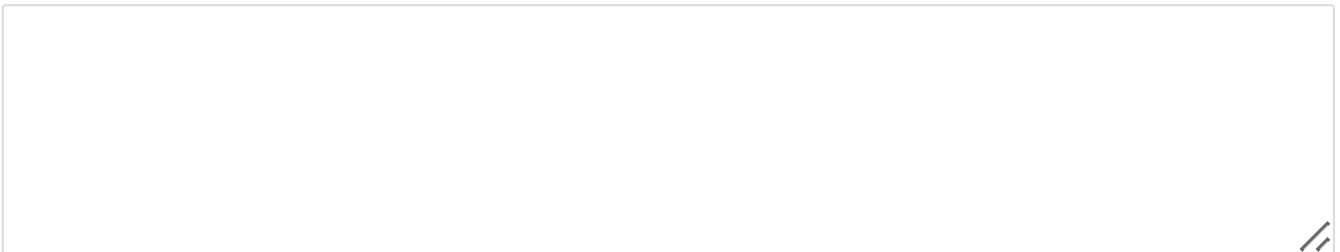
11 Location of examples that demonstrate guiding questions move thinking from literal to deep and require inference making.



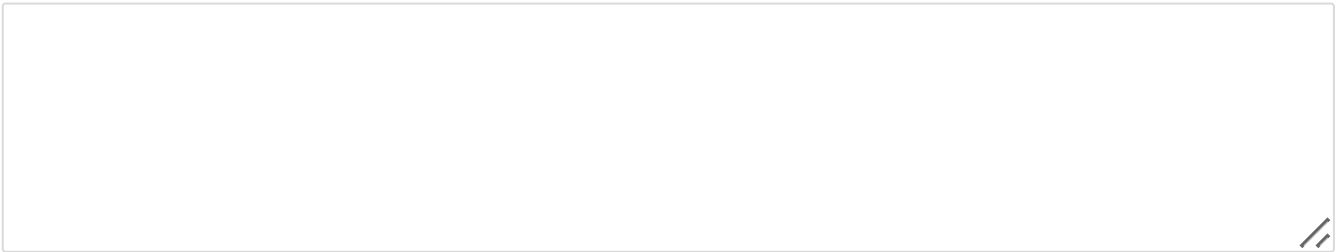
12 Location of examples that demonstrate a coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking and listening.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for criterion 12. A small double-slash icon is located in the bottom right corner.

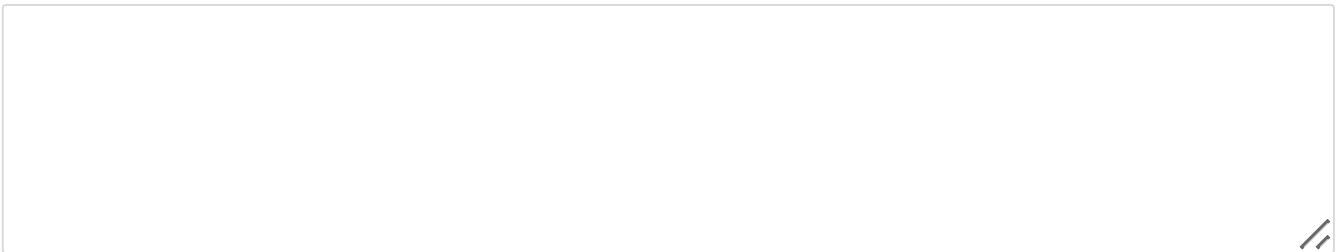
13 Location of examples that demonstrate the program materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for criterion 13. A small double-slash icon is located in the bottom right corner.

14 Location of examples that demonstrate the materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for criterion 14. A small double-slash icon is located in the bottom right corner.

15 Location of examples that demonstrate high-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high quality literature and text.

A large, empty rectangular box with a thin grey border, intended for providing examples or evidence for criterion 15. A small double-slash icon is located in the bottom right corner.

16 Location of examples that demonstrate the program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.

17 Location of examples that demonstrate the program provides guidance for teachers on how to scaffold students' reading and discussion of complex text.

18 Location of examples that demonstrate previously taught content, skills, and strategies are connected with new content and texts.

19 Location of examples that demonstrate activities and materials are designed to elicit high levels of response and engagement.

20 Location of examples that demonstrate differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

Comments

SIXTH, SEVENTH and EIGHTH GRADE

Indicators

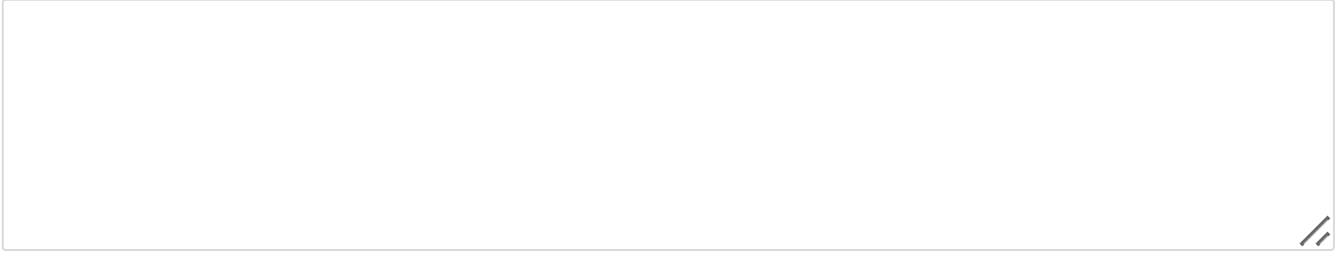
Evidence

1 Location of examples that demonstrate the program includes a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.

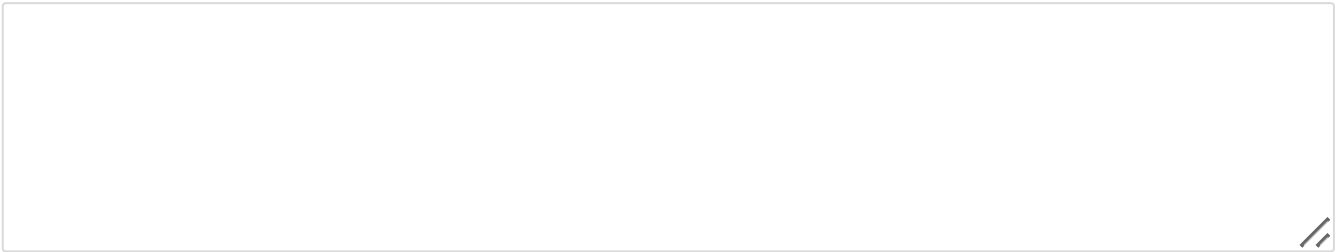
2 Location of examples that demonstrate narrative story structure is modeled with multiple examples and opportunities for practice.

3 Location of examples that demonstrate there is explicit instruction in text structure, including using text structure as a tool for organizing information. A variety of structures are modeled with multiple examples.

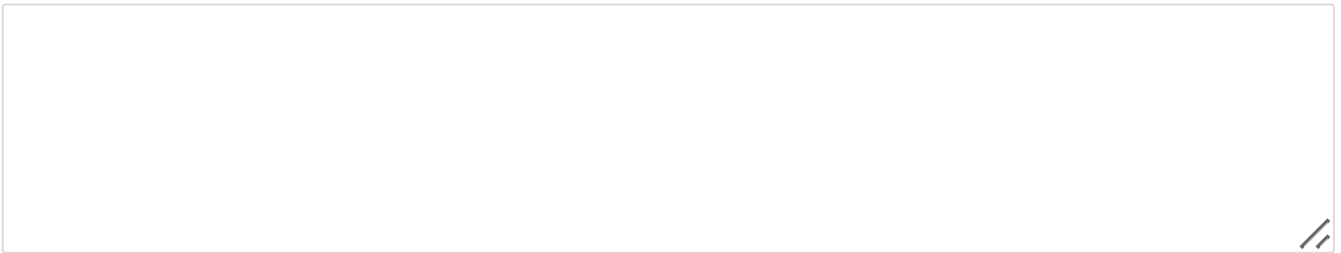
4 Location of examples that demonstrate there are multiple opportunities to listen to and read narrative and expository text forms and engage in interactive discussion of the meanings of text.



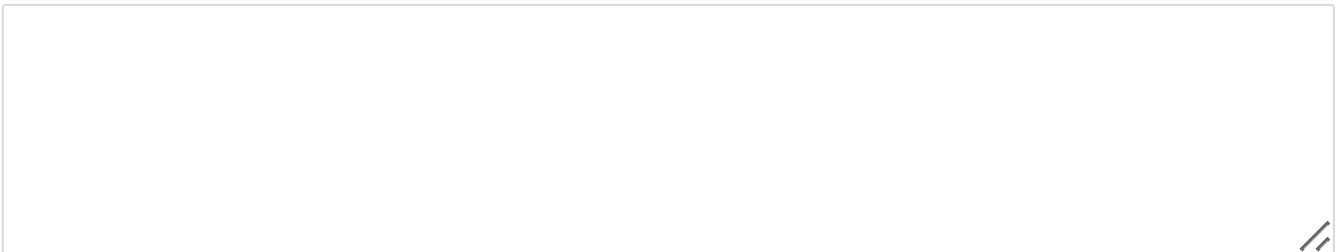
5 Location of examples that demonstrate lessons include explicit instruction in analyzing elements of narrative and expository texts and comparing and contrasting elements within and among texts of the same and different genre.



6 Location of examples that demonstrate lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.



7 Location of examples that demonstrate complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.



8 Location of examples that demonstrate high-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.

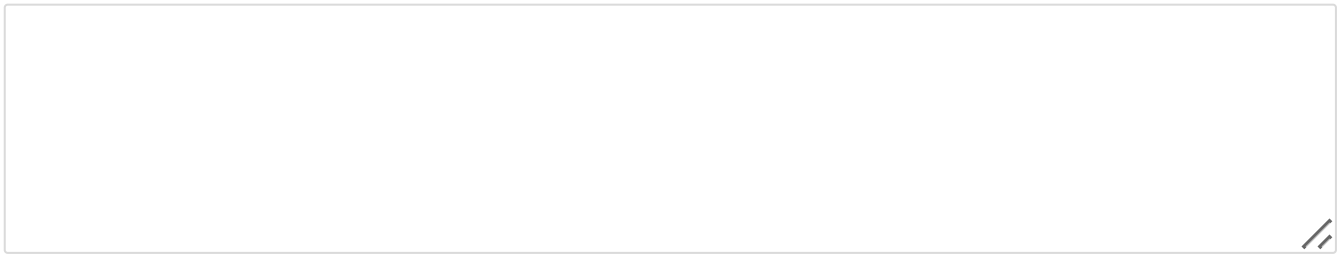
9 Location of examples that demonstrate a purpose is set for each reading of each text.

10 Location of examples that demonstrate text selections include guiding questions to ask while reading aloud.

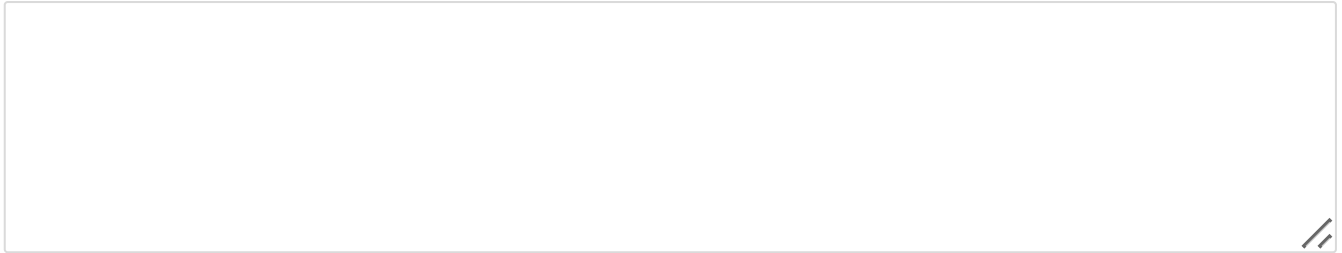
11 Location of examples that demonstrate guiding questions move thinking from literal to deep and require inference making.

12 Location of examples that demonstrate a coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking and listening.

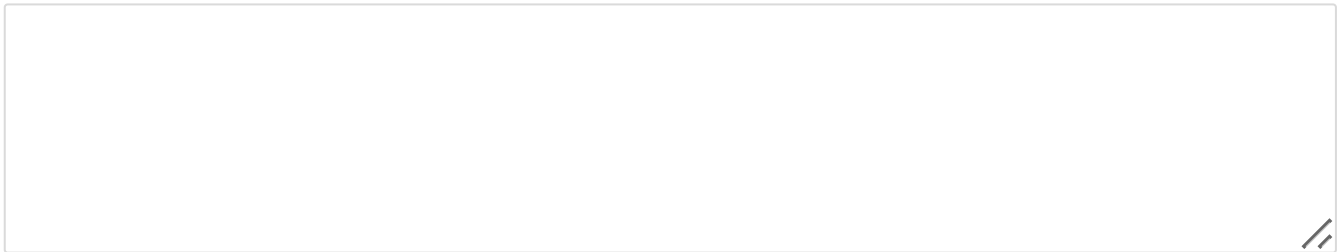
13 Location of examples that demonstrate materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.



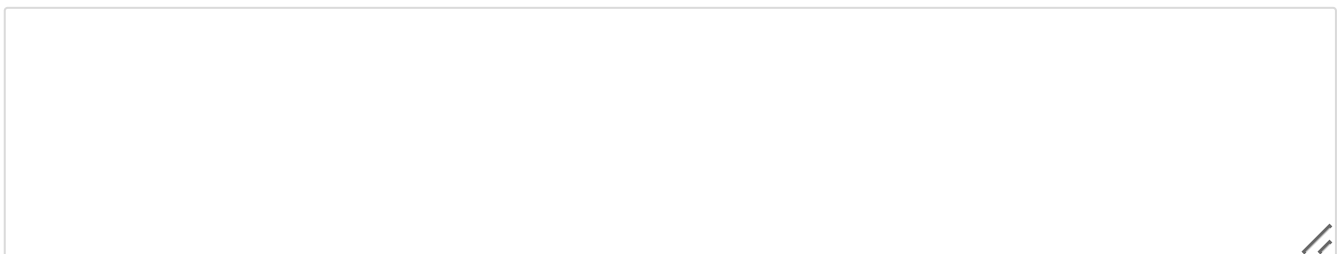
14 Location of examples that demonstrate materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.



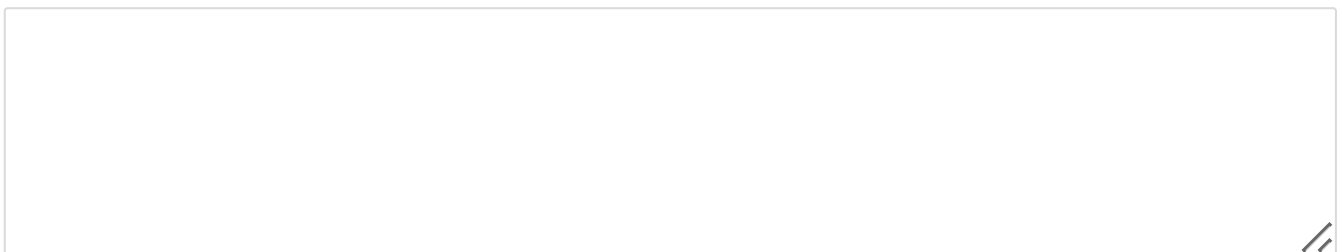
15 Location of examples that demonstrate high-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high quality literature and text.



16 Location of examples that demonstrate the program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.



17 Location of examples that demonstrate the program provides guidance for teachers on how to scaffold students' reading and discussion of complex text.



18 Location of examples that demonstrate previously taught content, skills, and strategies are connected with new content and texts.

19 Location of examples that demonstrate activities and materials are designed to elicit high levels of response and engagement.

20 Location of examples that demonstrate differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

Comments

I understand the [VLA Requirements](#). *

I agree to the [Terms of Service](#). *

SAVE DRAFT

SUBMIT

Supplemental Instructional Materials: Writing

Supplemental Instructional Materials: Writing

Submission Information

Name of Provider *

Product Title and Edition *

VA Locations Where Product and Edition is Currently Being Used *

Please list any locations in Virginia where this exact product is currently being used. Enter 'N/A' if this product is not currently used in Virginia.

Product Webpage  *

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

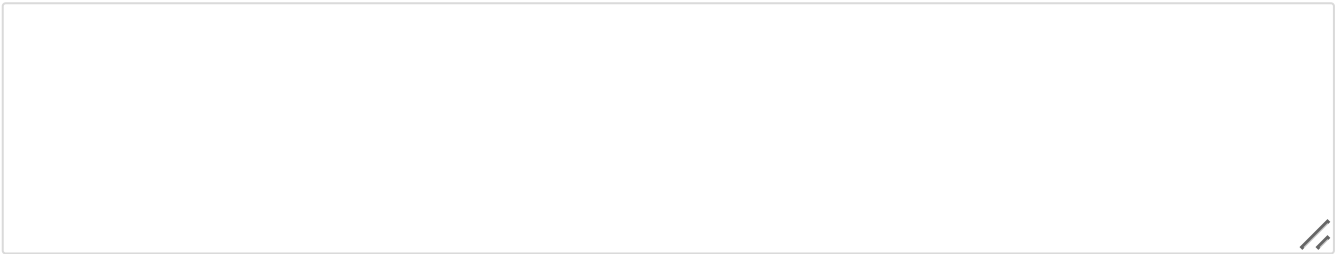
Supplemental Instructional Materials Worksheet: Writing

KINDERGARTEN and FIRST GRADE

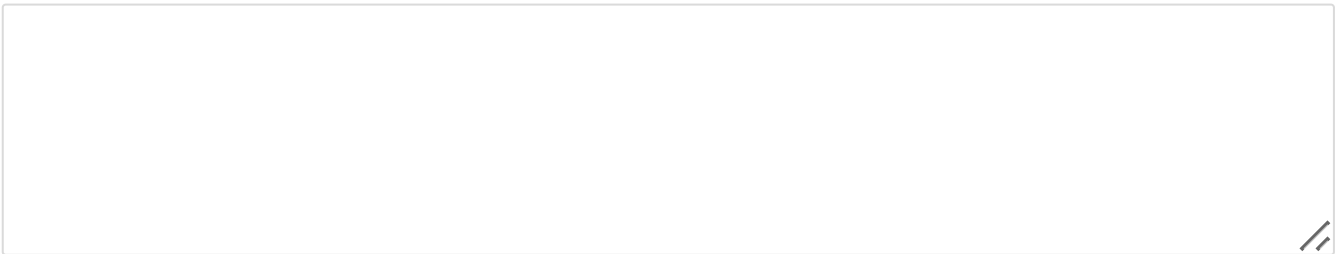
Indicators

Evidence

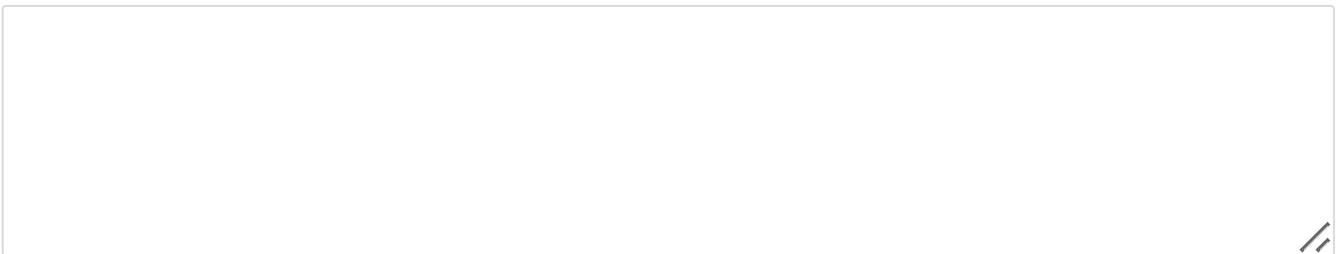
1 Location of examples that demonstrate the program includes explicit handwriting instruction in letter formation.

A large, empty rectangular box with a thin black border, intended for providing evidence for indicator 1. A small double-slash icon is located in the bottom right corner.

2 Location of examples that demonstrate the program includes a wide range of authentic writing opportunities.

A large, empty rectangular box with a thin black border, intended for providing evidence for indicator 2. A small double-slash icon is located in the bottom right corner.

3 Location of examples that demonstrate the program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.

A large, empty rectangular box with a thin black border, intended for providing evidence for indicator 3. A small double-slash icon is located in the bottom right corner.

4 Location of examples that demonstrate the program includes explicit instruction in idea generation and oral storytelling, that leads to narrative composition.

5 Location of examples that demonstrates the program includes explicit instruction in idea generation and oral rehearsal, that leads to expository composition.

6 Location of evidence that demonstrates the program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.).

7 Location of examples that demonstrate the program includes opportunities to write in multiple genres for different purposes.

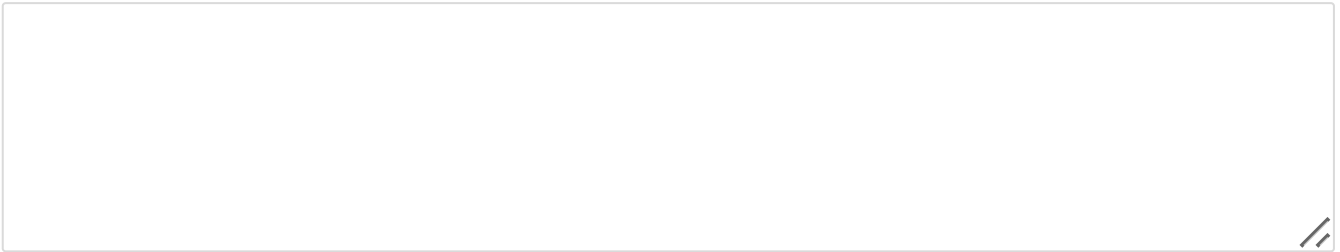
Comments

SECOND and THIRD GRADE

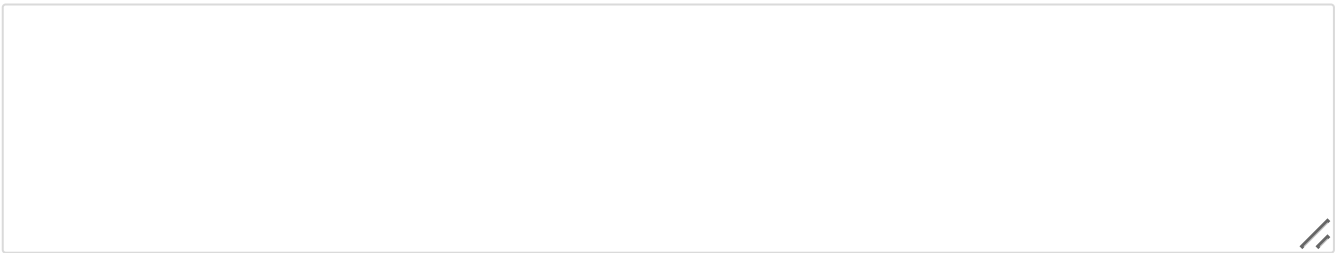
Indicators

Evidence

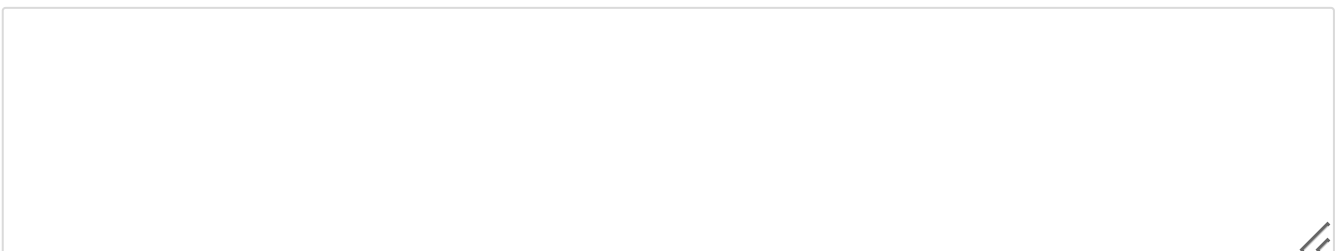
1 Location of examples that demonstrate the program includes a wide range of authentic writing opportunities.

A large, empty rectangular box with a thin grey border, intended for providing evidence for indicator 1. A small double-slash icon is located in the bottom right corner.

2 Location of examples that demonstrate the program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.

A large, empty rectangular box with a thin grey border, intended for providing evidence for indicator 2. A small double-slash icon is located in the bottom right corner.

3 Location of examples that demonstrate the program includes explicit instruction in idea generation and planning, that leads to narrative composition.

A large, empty rectangular box with a thin grey border, intended for providing evidence for indicator 3. A small double-slash icon is located in the bottom right corner.

4 Location of examples that demonstrate the program includes explicit instruction in idea generation and planning, that leads to expository composition.

5 Location of examples that demonstrate the program includes explicit instruction in grade-level appropriate skills (e.g., grammar).

6 Location of examples that demonstrate the program includes opportunities to write in multiple genres for different purposes.

Comments

FOURTH and FIFTH GRADE

Indicators

Evidence

1 Location of examples that demonstrate the program includes a wide range of authentic writing opportunities.

2 Location of examples that demonstrate the program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.

3 Location of examples that demonstrate the program includes explicit instruction in idea generation and planning, that leads to narrative composition.

4 Location of examples that demonstrate the program includes explicit instruction in idea generation and planning, that leads to expository composition.

5 Location of examples that demonstrate the program includes explicit instruction in grade-level appropriate skills (e.g., grammar).

6 Location of evidence that demonstrates the program includes opportunities to write in multiple genres for different purposes.

Comments

SIXTH, SEVENTH and EIGHTH GRADE

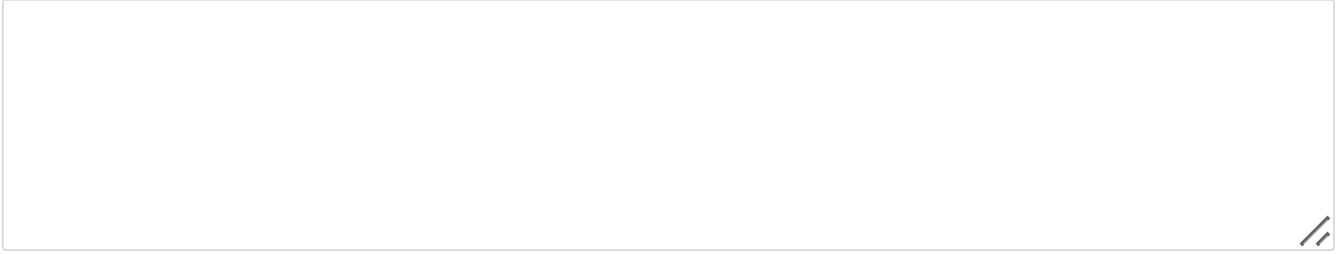
Indicators

Evidence

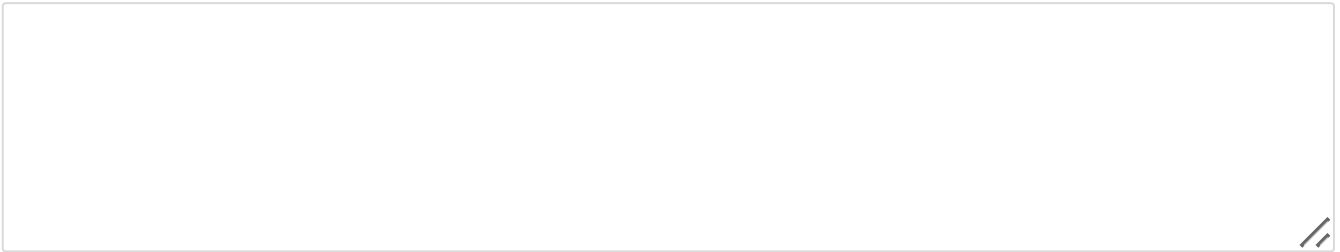
1 Location of examples that demonstrate the program includes a wide range of authentic writing opportunities.

2 Location of examples that demonstrate the program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade-level.

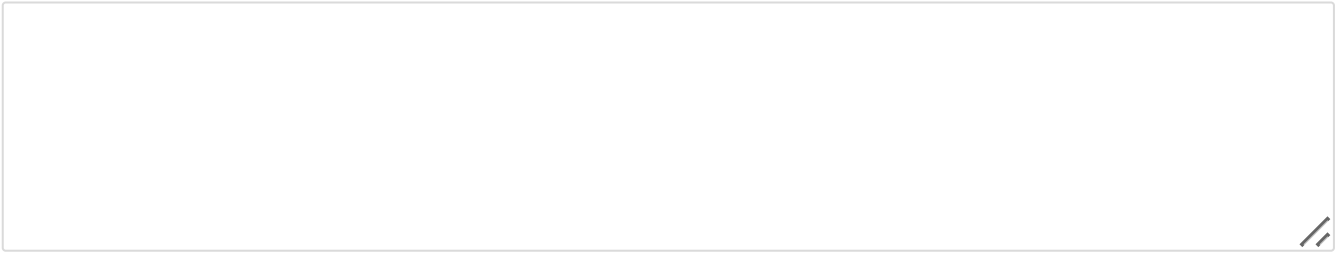
3 Location of examples that demonstrate the program includes explicit instruction in idea generation and planning, that leads to narrative composition.

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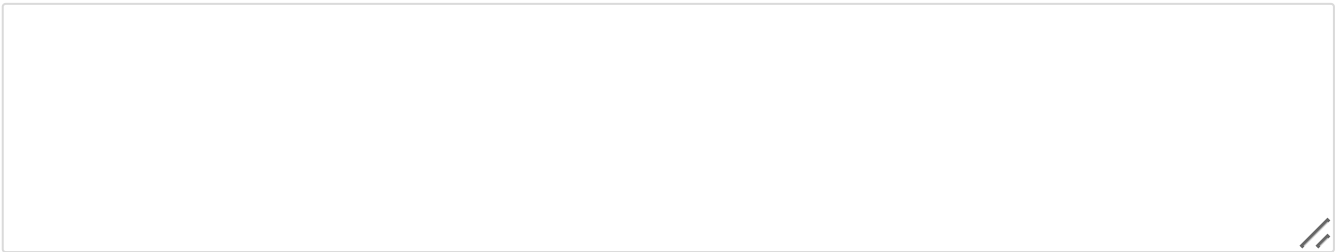
4 Location of examples that demonstrate the program includes explicit instruction in idea generation and planning, that leads to expository composition.

A large, empty rectangular box with a thin grey border, intended for notes or examples related to item 4. A small double-slash icon is located in the bottom right corner.

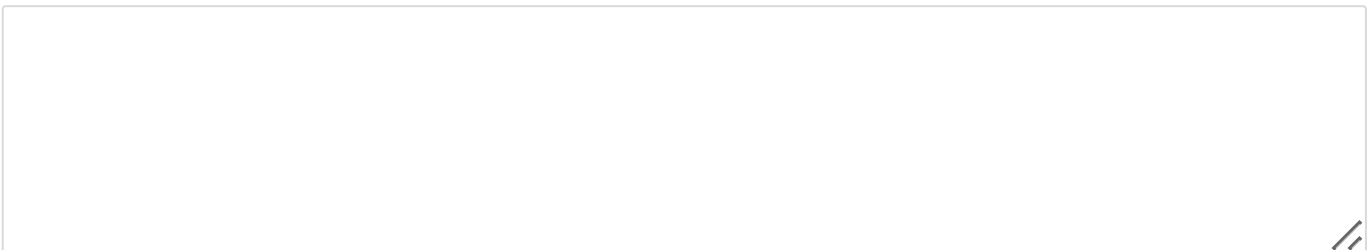
5 Location of examples that demonstrate the program includes explicit instruction in grade-level appropriate skills (e.g., grammar).

A large, empty rectangular box with a thin grey border, intended for notes or examples related to item 5. A small double-slash icon is located in the bottom right corner.

6 Location of examples that demonstrate the program includes opportunities to write in multiple genres for different purposes.

A large, empty rectangular box with a thin grey border, intended for notes or examples related to item 6. A small double-slash icon is located in the bottom right corner.

Comments

A large, empty rectangular box with a thin grey border, intended for general comments. A small double-slash icon is located in the bottom right corner.

I understand the VLA Requirements. *

I agree to the Terms of Service. *

SAVE DRAFT

SUBMIT