

# Recommended Supplemental Instructional Program Guide K-5





## SUPPLEMENTAL INTRODUCTORY LANGUAGE

The Virginia Literacy Act (VLA), passed by the Virginia General Assembly in 2022 and expanded in 2023, focuses on improving literacy outcomes for all students in the Commonwealth. The VLA requires that “each local school board shall provide a program of literacy instruction that is aligned with science-based reading research and provides evidenced-based literacy instruction to students in kindergarten through grade 8.” To support school divisions to comply with this requirement, the VLA requires the Virginia Department of Education (VDOE) to recommend instructional programs—including core, supplemental, and intervention materials—for approval by the Virginia Board of Education (VBOE).

VDOE partnered with Virginia Literacy Partnerships (VLP) at the University of Virginia School of Education and Human Development to facilitate reviews of instructional programs. The Instructional Program Review Process is unique to Virginia. The review process for core, intervention, and supplemental materials evaluated instructional programs for alignment with evidence-based literacy instruction (EBLI)<sup>1</sup>, science-based reading research (SBRR)<sup>2</sup>, and the Virginia Standards of Learning (SOL). Rubrics were produced by VLP; reviewed by national experts, Virginia higher education partners, and Virginia educators; and posted online. Reviews were conducted by outstanding Virginia educators including administrators, reading specialists, and teachers from all eight regions. This review process was also designed to align with Virginia’s textbook adoption process.

The VBOE approved the [Core Instructional Program Guide](#) in July 2023 and an updated version in December 2023.

This recommended guide is the culmination of the first cycle of Supplemental Program Review<sup>3</sup>. A supplemental program provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. The supplemental program is used to enhance a core instructional program during whole class or small group instruction with additional instruction or practice opportunities.

### Supplemental programs could apply for review in one or more of the following components:

- Phonological and Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
- Writing

Programs were evaluated on the components for which they submitted as well as on criteria for Instructional Design and Usability and Support. To ensure programs are aligned to research and suitable for use in classrooms, programs must have met expectations for these criteria to be included in the recommended guide.

<sup>1</sup> “Evidence-based literacy instruction” means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students’ reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in order to meet the individual needs of students.

<sup>2</sup> “Science-based reading research” means research that (i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.

<sup>3</sup> Given that the VLA requires the adoption of approved K-5 core materials, this first cycle of supplemental review prioritized the review of K-5 supplemental programs.

## SUPPLEMENTAL TABLE OF CONTENTS/LIST

### Included in the Guide are:

1. A list of K-5 supplemental instructional programs that **meet expectations for all components for which they applied** and a snapshot that summarizes the strengths and challenges of each program to help guide decision-making.
2. A list of K-5 supplemental instructional programs that **meet expectations for some components for which they applied** and a snapshot that summarizes the strengths and challenges of each program to help guide decision-making.

### *Meets Expectations in All Reviewed Components:*

The following programs met the criteria for Instructional Design and Usability and Support and met expectations in every component for which they applied.

Provider	Program	Recommended Use
Curriculum Associates	Magnetic Reading Foundations, 2023	Phonological and Phonemic Awareness K-1 Phonics K-2 Fluency 1-2
EPS Operations	Megawords, 2nd Edition, 2010	Phonics 4-5
EPS Operations	Wordly Wise 3000 and Wordly Wise i3000 (Online, Student Workbooks, Teacher Guide), 2017	Vocabulary K-5
Flyleaf Publishing	Emergent Reader Series, Complete Classroom Set with Foundational Skills & Close Reading Teacher's Guides and Book Set, 2014	Fluency 1
Letterland	Kindergarten Pack, Grade One Pack, Grade Two Pack, First Edition, 2008	Phonics K-2
Literacy Edventures	Foundations to Fluency, 2021	Phonics K-2
Literacy Resources	Bridge to Reading Foundational Skills for Kindergarten and First Grade, Classroom Kits, 2023	Phonics K-1
Literacy Resources	Heggerty Phonemic Awareness Kindergarten, 2022, and Heggerty Phonemic Awareness Primary, 2022	Phonological and Phonemic Awareness K-1
McGraw Hill	Actively Learn, 2020	Comprehension 3-5 Writing 3-5
Newsela, Inc.	Newsela ELA, 2023	Comprehension 3-5
Savvas Learning Company	Savvas Essentials: Foundational Reading, 2023	Phonological and Phonemic Awareness K-1 Phonics K-2
Scholastic	Ready4Reading, 1st Edition, 2023	Phonics K-3
Sortegories	Sortegories 3.0, 2022	Phonological and Phonemic Awareness K-1 Phonics K-3
Teacher Created Materials	Focused Phonics, 1st Edition, 2023	Phonological and Phonemic Awareness K Phonics K
University of Florida Literacy Institute	UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022	Phonics K-2
Vantage Learning	MyAccess! 2006	Writing 5
Wilson Language Training	Foundations Level K, 1 & 2, Second Edition, 2020	Phonics K-2
Reading A-Z, LLC	Writing A-Z, 2023	Writing K-5
Zaner-Bloser	The Superkids Foundational Skills Kit, 2020	Phonics K-2

# Curriculum Associates

## Magnetic Reading Foundations K-2

### SUPPLEMENTAL SNAPSHOT

#### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1, phonics in grades K-2, and fluency in grades 1-2.

#### PROGRAM STRENGTHS

- The teacher and student materials are well-organized, ensuring ease of navigation and an intuitive location of resources.
- The program provides educative implementation support in the introduction and overview, as well as embedded in the lessons that will benefit both new and veteran teachers.
- The teacher guide and additional online Teacher Toolkit provide additional guidance and support including scaffolding for Multilingual Learners, formative assessments for instructional decisions, articulation videos, word-building cards, vocabulary cards, letter formation language, decodable text, implementation guidance, and other assessments.
- Clear guidance is provided on how, where, and when the program aligns with a core curriculum, including alignment recommendations to specific core programs.
- The decodable text is robust and of high quality, supplemented by additional weekly moderately controlled text that connects to social studies and science, enhancing vocabulary and background knowledge development.
- The program maintains consistent instructional routines for phonics, phonemic awareness, and fluency. These routines include teacher language for providing corrective feedback.


#### PROGRAM CHALLENGES

- Divisions will want to consider that the program is designed exclusively for grades K-2 and does not include resources for 3rd grade.
- The routine for teaching and practicing high-frequency words requires enhancements, especially for students needing extra support and practice. The routine should address both irregular and regular aspects of the words and incorporate more frequent and cumulative review throughout.
- Consonant blends are not introduced until the 1st-grade scope and sequence; they are absent from the kindergarten scope and sequence.

#### THE BOTTOM LINE

*Magnetic Reading Foundations* offers consistent instructional routines for Tier 1 supplemental K-2 instruction in phonological and phonemic awareness, phonics, and fluency. Both the print and online guides are user-friendly, providing clear navigation and valuable guidance for instructional decisions and varying levels of scaffolding.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	K	1st	2nd
Phonological and Phonemic Awareness			N/A
Phonics and Word Study			
Text Reading and Fluency	N/A		

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# EPS Operations **Megawords**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades 4-5.

### PROGRAM STRENGTHS

- Materials provide abundant opportunities for all students to decode and encode multisyllabic words, while receiving corrective feedback during guided practice activities.
- Teachers using this program will be able to explicitly teach students essential decoding and encoding skills needed to read, write, and comprehend multisyllabic words, following an increasingly complex scope and sequence of multisyllabic words, syllable patterns, morphology, and phonetic features.
- Provides resources for teachers that support explicit teaching of multisyllabic words using multiple examples. Specific and precise teacher language is provided for immediate and corrective feedback, and explicit strategies for decoding multisyllabic words are taught within the program, including the use of prefixes, suffixes, syllable types and/or morphological word parts to aid in word recognition.
- This supplemental program provides additional instructional materials focused on supporting students in being able to read and write multisyllabic words with automaticity and fluency and provides more practice and rigor than some core instructional programs.



### PROGRAM CHALLENGES

- Materials provide limited guidance on how to use the supplemental program with a core ELA curriculum and do not provide a suggested amount of instructional time per lesson or learning activity.
- Divisions will want to consider that the supplemental program focuses solely on regular, high-utility phonics features within multisyllabic words, rather than high-frequency words with irregular spelling patterns.

### THE BOTTOM LINE

*Megawords* is a systematic phonics program that provides direct and explicit instruction for upper elementary and middle school readers on how to apply phonics rules (e.g., affixes, spelling features, word parts, morphology) in decoding and encoding multisyllabic words.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations	
	4th	5th
Phonics and Word Study		

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# EPS Operations LLC **Wordly Wise 3000**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for vocabulary in grades K-5.

### PROGRAM STRENGTHS

- This program exposes students to rich, high-utility vocabulary words that are necessary for understanding content area concepts.
- Materials provide ample opportunities for students to interact with high-quality fiction and nonfiction texts covering a variety of subjects.
- Students receive frequent opportunities to practice using vocabulary words in a variety of reading, writing, and discussion-based activities.

### PROGRAM CHALLENGES







- The program does not provide an explicit, detailed scope and sequence for the progression of vocabulary skills.
- Materials offer limited guidance for morphemic analysis and the teaching of base words, suffixes, and prefixes.


### THE BOTTOM LINE

*Wordly Wise* is a supplemental program for teaching vocabulary in grades K-5. The program exposes students to rich, high-utility words within high-quality texts that cover a variety of topics. Students receive frequent practice opportunities to use vocabulary words within reading, writing, and discussion activities. Divisions will need to consider supporting teachers in a logical progression of targeted vocabulary skills, as well as additional resources to support morphology instruction.



## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Vocabulary						

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Flyleaf Publishing

## Emergent Reader Series, Complete Classroom Set: Foundational Skills and Close Reading Teacher's Guides SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for fluency in grade 1.

### PROGRAM STRENGTHS

- Flyleaf offers engaging decodable texts to build reading fluency.
- Progress monitoring assessments are included in the program, which can be used to track student progress and plan appropriate lessons.
- High-quality read-alouds are included in the program for building reading comprehension, vocabulary expansion, and background knowledge.


### PROGRAM CHALLENGES

- The program has a limited number of decodable books for practice and mastery of fluency.

### THE BOTTOM LINE

*Flyleaf's Emergent Reader Series* provides high-quality, engaging decodable texts and effective practice activities for first-grade fluency instruction. The program includes diverse read-aloud titles for building reading comprehension skills, as well as progress monitoring tools for tracking progress and lesson planning. The limited number of connected decodable texts may not provide sufficient practice for developing fluency in first-grade readers.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations
	<b>1st</b>
Text Reading and Fluency	

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Letterland Kindergarten Pack, Grade One Pack and Grade Two Pack

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades K-2.

### PROGRAM STRENGTHS

- Letterland’s supplemental phonics program provides teachers with clear, well-organized lessons to enhance core instruction of phonics skills.
- Lessons include mnemonic pictures with stories, skill booklets, and interactive online games to teach phonics rules.
- Materials also include an abundance of practice opportunities with encoding and decoding using new and previously learned skills.
- Ongoing assessment opportunities are embedded for progress monitoring and planning instructional steps.

### PROGRAM CHALLENGES

- The program has a limited number of decodable books for practice of each focus letter/sound.


### THE BOTTOM LINE

*Letterland* provides easy-to-use, systematic, explicit phonics instruction that complements core lessons for kindergarten through second grade.

### CRITERIA OVERVIEW

	K	1st	2nd
Instructional Design and Usability and Support	Meets Expectations		
Phonics and Word Study	Approved for Use	Approved for Use	Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Literacy Edventures Foundations to Fluency

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades K-2.

### PROGRAM STRENGTHS

- Offers access to an overview of science-based reading research terminology, including explanations of key activities and strategies, as well as videos showing the activities in action.
- Provides assessments to initially place students within small flexible groups. Program also includes embedded progress monitoring assessments.
- Lesson plans follow a predictable routine and include a variety of engaging activities and games that are ready-to-print. Each lesson includes phonemic awareness activities, encoding and decoding practice, and application of skills through word lists, sentence reading, and decodable text.

### PROGRAM CHALLENGES

- Daily scripted lesson plans are only available within the first unit of phonics. While subsequent units of instruction do not include daily lesson plans, sample lessons are provided in addition to a large volume of printable student materials.
- Materials are available to print, but teachers may need to take time to prep materials for specific lessons.


### THE BOTTOM LINE

*Foundations to Fluency* is a well-organized, easy-to-follow program that can provide supplemental instruction for students who require additional phonics instruction. The phonics activities are meaningful and engaging for students of all levels. Divisions may need to consider teacher training and time to prepare materials prior to instruction.

### CRITERIA OVERVIEW

	K	1st	2nd
Instructional Design and Usability and Support	Meets Expectations		
Phonics and Word Study	Approved for Use	Approved for Use	Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level



# Literacy Resources **Bridge to Reading**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades K-1.

### PROGRAM STRENGTHS

- The program can be easily implemented in conjunction with core instruction, with lessons taking approximately 30 minutes per day.
- All materials and resources are easy to navigate, and the teacher's manual is detailed and easy to follow.
- The program provides explicit, systematic instruction in phonics and provides abundant practice opportunities in segmenting and blending phonemes to decode and encode words.
- This program can be used by educators of all levels of knowledge in phonics; there is ample professional development available.

### PROGRAM CHALLENGES


- While the teacher's manual has a detailed script for instruction, specific guidance on how to provide corrective feedback is not evident.
- There are weekly assessments to gauge students' progress; however, there is no guidance on how to use the data to inform instruction.

### THE BOTTOM LINE

*Bridge to Reading* is an explicit, systematic phonics program that can supplement any core program. The program is easy to follow and implement. It provides abundant practice opportunities with key phonics skills such as segmenting and blending.

### CRITERIA OVERVIEW

	K	1st
Instructional Design and Usability and Support	Meets Expectations	Meets Expectations
Phonics and Word Study	Approved for Use	Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Literacy Resources, LLC

## Heggerty Phonemic Awareness

### SUPPLEMENTAL SNAPSHOT

#### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1.

#### PROGRAM STRENGTHS

- The teacher manual is clear and comprehensive, providing a high level of support for implementation.
- The supplemental program provides additional instructional routines for blending, segmenting, isolating, adding, deleting, and substituting phonemes using kinesthetic movements.
- The program is designed for use during whole group instruction and is easily implemented within a 10-12 minute timeframe.

#### PROGRAM CHALLENGES

- With its design for whole group administration, the program lacks a system for individual assessment. Students may need to be pulled at different times to check-in for mastery.

#### THE BOTTOM LINE

*Heggerty* is a well-organized, ready to use supplemental program for phonological and phonemic awareness. Teachers can easily implement the phonological awareness activities in a small amount of time daily. The program uses consistent routines for engaging students. The program starts with foundational skills and builds upon these skills while cycling back to previously taught skills with cumulative review.

#### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations	
	K	1st
Phonological and Phonemic Awareness		

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# McGraw Hill **Actively Learn**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for comprehension and writing for grades 3-5.

### PROGRAM STRENGTHS

- Actively Learn is a well-organized virtual supplemental program that provides abundant practice with reading comprehension and writing opportunities on a variety of topics to support core instructional programs.
- High-quality reading passages include vivid illustrations, vocabulary support, and building of background knowledge.
- Teachers using this program can customize lessons and progress monitoring to best meet the needs of all students.
- The program provides planners to guide and support teachers with lesson preparation and effective implementation of the curriculum.







### PROGRAM CHALLENGES


- The program does not provide explicit instruction in grade level skills, such as grammar and mechanics.

### THE BOTTOM LINE

*Actively Learn* provides extra reading comprehension practice and writing opportunities in a variety of genres and content topics through an easy-to-use digital platform. Divisions will want to consider that in grades 4-5, explicit grammar lessons for writing instruction are not evident.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	3rd	4th	5th
Developing Comprehension and Background Knowledge			
Writing			

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level



# Newsela Inc. Newsela ELA

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for comprehension in grades 3-5.

### PROGRAM STRENGTHS

- This program exposes students to high-quality texts of various genres and themes, which include diverse and relevant experiences and characters.
- Text selections are offered at multiple Lexile levels to meet a range of students' decoding abilities.
- Newsela's Curriculum Complements are designed to support 42 core instructional programs. Teachers have access to text sets that correlate to core curricula unit topics and skill work.
- The program includes Lesson Sparks with Implementation Guides for many text sets that provide graphic organizers, skill-targeted activities, and videos to support and enhance lesson delivery.
- Discussion questions and assessment opportunities enable teachers to track student progress and design groups for differentiating instruction.




### PROGRAM CHALLENGES


- While the program includes many high-quality instructional activities and tools to support core lessons, evidence of explicit instruction in skills and concepts is lacking.
- Although the program aligns with 42 core programs, Newsela does not have its own clear scope and sequence to guide instruction.
- While the program includes many high-quality texts that can be used for read-alouds, no guidance is provided for teachers on implementing quality read-aloud experiences.

### THE BOTTOM LINE

*Newsela* supplemental program includes a collection of high-quality diverse texts offered in multiple Lexile levels to support comprehension through texts that meet students' decoding abilities. The program contains text sets that align with 42 core instructional programs. Each text passage includes guiding discussion questions and assessment opportunities to track student progress and plan for differentiating instruction. The program does not include its own unique scope and sequence for skill instruction and lacks teacher guidance for leading quality read-aloud lessons. While the program includes an abundance of supplemental resources and texts to offer teachers to support core lessons, it takes time to navigate through the platform.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	3rd	4th	5th
Developing Comprehension and Background Knowledge			

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Savvas Learning Company

## Savvas Essentials: Foundational Reading

### SUPPLEMENTAL SNAPSHOT

#### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1 and phonics in grades K-2.

#### PROGRAM STRENGTHS

- Savvas Foundational Reading teacher materials are well-organized and easy to follow, even for teachers who may not have a strong background in or experience teaching phonological and phonemic awareness and phonics.
- Activities are multisensory and provide students extensive practice with foundational skills needed to be successful readers and writers.
- The lessons all follow the same format and routine within and across grade levels, providing consistency for both teachers and students.
- Lessons are not time-consuming, and the program provides all needed materials.
- This program can be seamlessly integrated with any core curriculum.





#### PROGRAM CHALLENGES


- There is a lack of guidance on specific language for corrective feedback, particularly in the phonological and phonemic awareness activities. Newer educators or educators new to teaching these skills will need support with what kind of feedback to give to correct errors.
- The program does not include explicit instruction on letter formation; therefore, teachers would need to look elsewhere for these instructional resources.
- The program does not teach that high-frequency words have irregular and regular parts; students are expected to rely on chants and memory to decode and encode these words.

#### THE BOTTOM LINE

*Savvas Essentials: Foundational Reading* is an easy-to-use program that can be implemented alongside any core curriculum. Teachers will find it a well-organized and comprehensive program, and students will learn foundational skills through systematic instruction and engaging activities.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	K	1st	2nd
Phonological and Phonemic Awareness			N/A
Phonics and Word Study			

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level



# Scholastic Ready4Reading

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades K-3.

### PROGRAM STRENGTHS

- Teachers using this program will be able to provide additional systematic, routine-based instruction in phonics. Instruction can be provided in a whole class, small group, or individual setting.
- This program elicits high student engagement. Students actively participate in all activities, which generally include some type of manipulative as well as verbal response. Resources can be digital or printed, depending on the needs of the students.
- This program includes embedded assessment opportunities as well as an assessment dashboard that provides ideas on how to group students based on the entered data. Teachers are also able to input teacher-made groups, making the data-keeping flexible and easy to use.
- Handwriting practice is included as a component of the phonics lessons.
- Lessons have specific suggestions for multilingual learners and language variation, as well as differentiation for extra support with explicit teacher language provided. Opportunities for extra practice are provided.

### PROGRAM CHALLENGES





- This program has three separate components—phonics, decodables, and short reads—that can be difficult to navigate between. Divisions may consider ongoing professional development to enhance teacher understanding of how to bring the pieces of this program together and how to decide when to use each component.

- Not all aspects of the lessons are scripted for teachers. Some parts state what the teacher should do instead of what the teacher should say. Divisions may consider professional development to support teachers in implementing the program with fidelity.
- Materials provide limited guidance for teaching irregular words to automaticity. Initial lessons have explicit language, but there are few opportunities for students to practice in a systematic way.

### THE BOTTOM LINE

*Ready4Reading* provides a more in-depth, systematic approach to phonics instruction in grades K and 1. Lessons are routine-based and easy to follow but do not always provide teacher language for implementation. Additionally, the program provides a variety of resources and texts, but navigating between the three components for resources may take time and practice.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations			
	K	1st	2nd	3rd
Phonics and Word Study				

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Sortegories

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1 and phonics in grades K-3.

### PROGRAM STRENGTHS

- This supplemental program follows a systematic scope and sequence with explicit instruction that emphasizes connections between graphemes and phonemes. The lessons teach words in isolation before providing practice within text.
- While the program is computer-based, there are built-in places for direct instruction and support. The program provides scripted teacher language and prompts for corrective feedback.
- The program provides multiple opportunities for cumulative review and practice to mastery.
- The program elicits frequent student engagement and collects data for teacher feedback.

### PROGRAM CHALLENGES

- The program does not provide an explicit strategy for decoding or encoding multisyllabic words.
- Key elements of this program are delivered online, so students need access to individual devices.

### THE BOTTOM LINE

*Sortegories 3.0* is a program that can be used to supplement core instruction in the areas of phonological and phonemic awareness and phonics. The computer-based program integrates encoding and decoding instruction with opportunities to practice words in isolation before moving to phrases and sentences. Students receive immediate feedback with scripted opportunities for teacher support, as well. Divisions will want to consider the technology required to effectively implement this program.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations			
	<b>K</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>
Phonological and Phonemic Awareness	○	○	N/A	N/A
Phonics and Word Study	○	○	○	○

○ Approved for Use

○ Not Approved for Use

N/A = Not Assessed in This Grade Level

# Teacher Created Materials **Focused Phonics**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness and phonics in kindergarten.

### PROGRAM STRENGTHS

- The Focused Phonics online portal includes many valuable resources including electronic versions of all teacher and student materials; electronic, printable, and audio versions of all decodable texts; PowerPoints and Google Slides for lesson presentation; and engaging online games for every unit of instruction.
- This program has many informative assessments for phonics skills, including Benchmark Assessments completed three times yearly (subtests include: Letter Names, Letter Sounds, Reading Decodable Words, Reading High Frequency Words, and Dictation/Spelling) and Unit Assessments to progress monitor after each unit of instruction.
- The *Reading Decodable Words* subtest of the Benchmark Assessment and every Unit Assessment includes some decodable nonsense words, which will help teachers monitor students' decoding of unfamiliar, unpracticed words.



### PROGRAM CHALLENGES

- Although assessments for phonics skills are exceptional within this program, no assessments for phonological/phonemic awareness skills are included.
- This program contains language for instruction; however, no language for corrective feedback is available for teachers.
- This program does not include phonemic awareness or phonics instruction with consonant blends or digraphs within the kindergarten level.
- Focused Phonics does not provide guidance for students who are not successful with the program and need intensive intervention (scoring below 55% on Unit Assessments).

### THE BOTTOM LINE

*Focused Phonics* is a research-based, year-long, supplemental program for foundational literacy skills for kindergarten that contains explicit instruction in phonological and phonemic awareness, phonics, spelling, and high-frequency words. Implementation could be a challenge for beginning teachers, as no guidance is available for providing corrective feedback or for what teachers should do to intervene with students in most need.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations
	<b>K</b>
Phonological and Phonemic Awareness	
Phonics and Word Study	

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# University of Florida Literacy Institute

## UFLI Foundations

### SUPPLEMENTAL SNAPSHOT

#### APPROVED USE

This program is approved as a supplemental program for phonics in grades K-2.

#### PROGRAM STRENGTHS

- UFLI Foundations is designed as a supplemental phonics program for explicitly and systematically teaching decoding and encoding.
- The Teacher’s Manual is easy to navigate and includes a detailed scope and sequence which builds from simple to complex skills.
- Each lesson includes an eight-part lesson plan. Each lesson includes routines for phonemic awareness and fluency that are aligned to the targeted phonics skill. The lessons are designed to spiral to ensure students are given regular opportunities for cumulative practice and review.
- The program can be used to supplement core reading instruction in either a whole group or small group setting. The materials allow teachers to deliver targeted instruction to either flexible and/or targeted small groups for additional instruction and practice.
- Both the Teacher’s Manual and the UFLI website provide extensive information on how to teach foundational literacy skills. These resources break down the complexity of the process in a very succinct format.

#### PROGRAM CHALLENGES

- While the program allows for alignment with a core ELA curriculum, divisions should consider giving clear guidance to teachers on how it should be used to supplement the core curriculum.
- Although the program uses assessment data to drive decisions about scaffolded small groups, teachers must determine how to effectively fit these skill-based groups into their weekly schedules to meet student needs.

#### THE BOTTOM LINE

*UFLI Foundations* is a research-based supplemental phonics program. The program includes an easy-to-navigate Teacher’s Manual. The layout of the lessons matches the detailed scope and sequence and provides teachers with several ways to deliver instruction within whole group or small group settings. Divisions should provide clear guidance on how to use the program in conjunction with their adopted core ELA curriculum.

#### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	K	1st	2nd
Phonics and Word Study	●	●	●

● Approved for Use

○ Not Approved for Use

N/A = Not Assessed in This Grade Level

# Vantage Learning USA MyAccess!

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for writing in grades 5.

### PROGRAM STRENGTHS

- Materials provide abundant opportunities for all students to submit writing assignments in response to a variety of assigned prompts and genres. Upon receiving immediate, specific feedback after each submission, students are given the opportunity to revise and resubmit their writing assignments, in order to strengthen their original submission.
- Teachers using this program will be able to select or create writing prompts based on specific genres (e.g., narrative, persuasive, informative), in response to texts or stories, or in alignment with core curriculum (e.g., cross-curricular content, grade-level standards)
- Provides resources for teachers that support students in the writing process, including brainstorming and generating ideas for writing, planning, organizing, and revising/editing their work based on program rubrics and checklists.


### PROGRAM CHALLENGES

- Materials provide limited guidance for how long each task should take or how many days to allot for each task in the planning and implementation phase.
- The program provides many planning documents and exemplars of completed writing samples; however, there is limited instruction in the mechanics of writing.
- Though the My Access! teacher tools allow for teacher customization to support integrated instruction across a wide range of topics and interests, the tools do not provide adequate explicit teacher support and language to deliver instruction specific to writing skills (e.g., grammar, sentence or paragraph structure).

### THE BOTTOM LINE

*MyAccess!* is a self-paced, digital writing program in which feedback is provided directly to the student through the platform. Therefore, the amount of time spent on each writing task will vary per student, depending upon the individual and the assigned task. However, the ease and flexibility of the supplementary writing program, in which teachers can select and assign writing prompts and tasks, lends itself well to supporting a core ELA curriculum.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations
	5th
Writing	

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Wilson Language Training **Foundations Levels K-2**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades K-2.

### PROGRAM STRENGTHS

- This program is highly organized and very teacher-friendly to use. The teacher manual provides teachers with step-by-step instructions to implement the program. The scripts, routines, student materials, assessments, and thoughtful design make implementing this explicit, sequential phonics program very straightforward.
- The program uses multisensory instruction and is designed to elicit a high level of student response and engagement for primary students.




### PROGRAM CHALLENGES

- The program does not contain sufficient decodable texts for students to practice their newly learned phonics skills.

### THE BOTTOM LINE

*Foundations Levels K-2* provide explicit, sequential, multisensory instruction in phonics. The program also supports handwriting and spelling. Teachers can use the program in small-group instruction for students with weak phonics skills who need additional differentiated phonics instruction. Divisions and schools with many newer teachers may want to consider this supplemental program because of its teacher-friendly, well-designed, and highly organized structure.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	K	1st	2nd
Phonics and Word Study			

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Reading A-Z LLC Writing A-Z SUPPLEMENTAL SNAPSHOT

## APPROVED USE

This program is approved as a supplemental program for writing for grades K-5.

## PROGRAM STRENGTHS

- Materials are well-organized and easy to locate. All materials are accessible through the dashboard, including lesson plans, assignments, professional development resources, and mentor texts.
- Writing lessons include authentic writing tasks and build vocabulary appropriate for the grade level. Students are provided with writing opportunities through genre studies and ongoing narrative, informative, and opinion writing practice.
- The program offers resources to support grammar skills aligned with the Virginia Standards of Learning.
- The program provides multiple resources for professional development, including video and audio clips as well as short articles. The online Program Guide provides guidance to support teachers in using the program alongside a core ELA curriculum.

- Formal and informal assessments are embedded in the program, including pre and post assessments, online games with quick checks, and skill checklists.

## PROGRAM CHALLENGES

- The program does not include explicit instruction on letter formation.

## THE BOTTOM LINE

*Writing A-Z* is a supplemental program that offers a variety of resources to support writing and grammar instruction. Lessons are well-organized and easily accessible. Materials provide regular opportunities for students to grow their craft as writers across genres.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Writing	●	●	●	●	●	●

● Approved for Use

○ Not Approved for Use

N/A = Not Assessed in This Grade Level



# Zaner-Bloser **The Superkids Foundational Skills Kit**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades K-2.

### PROGRAM STRENGTHS

- Teacher materials supplement core instruction and guide teachers to effectively implement the program. Teacher materials include an Instructional Overview, Teacher's Guide, Teacher Word Lists, Phoneme Pronunciation Guide, and Alphabet Cards.
- Teaching materials are exceptionally clear and comprehensive. These materials provide consistent lesson routines that include summaries, student objectives, and step-by-step guides and graphics to demonstrate use of materials.
- Materials and lessons provide frequent and varied practice opportunities. Students review previously taught skills with Skills Book practice, Superkids Online Fun, Decodable Books, Fluency Practice Pages, Backpack Pages, Songs, and Superkids characters.
- The program provides support for teaching letter names, letter sounds, handwriting, word analysis and recognition, decoding, encoding, fluency, and vocabulary.

### PROGRAM CHALLENGES

- While the lessons include explicit instruction for introduction of new skills, guided practice, and independent practice, the program lacks explicit, scripted steps for teacher modeling.
- Lessons do not include specific teacher language for corrective or affirmative feedback.
- High-utility words are taught and practiced through word lists; however, irregularities are not pointed out, and there is little focus on predictable letter-sound combinations.
- Divisions will want to consider that teachers might have to revise the order of lessons to align with core instruction.

### THE BOTTOM LINE

*The Superkids Foundations Skills Kit* that can be used to supplement core instruction in the area of phonics. The program offers clear and comprehensive teacher materials and lessons that allow students to review and practice decoding and encoding skills using a variety of highly engaging activities. Divisions will want to consider the alignment of the program with the core curriculum and how to support teachers with the provision of explicit modeling and corrective feedback.

### CRITERIA OVERVIEW

	Meets Expectations		
	K	1st	2nd
Instructional Design and Usability and Support			
Phonics and Word Study	Approved for Use	Approved for Use	Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

## SUPPLEMENTAL TABLE OF CONTENTS/LIST

### *Meets Expectations in Some but Not All Reviewed Components*

The following programs met the criteria for Instructional Design and Usability and Support and met expectations for some components for which they applied but did not meet expectations for one or more other components for which they applied. **Divisions should be mindful when evaluating programs from this list to ensure that these programs are only implemented for components that meet expectations to remain in compliance with VLA. These programs are not approved for use in instruction outside of the approved components.**

Provider	Program	Recommended Use	Not Recommended
95 Percent Group	95 Phonics Core Program (PCP), 2020	Phonological and Phonemic Awareness K-1 Phonics K-5	Fluency 1-5
Amplify	Boost Reading, 1e, 2023	Phonological and Phonemic Awareness K-1 Phonics K-5 Fluency 1-5 Vocabulary 2-5	Vocabulary K-1 Comprehension K-5 Writing 4-5
Center for the Collaborative Classroom	Being a Reader Small-Group Reading Sets 1-12, 2021	Phonological and Phonemic Awareness K-1 Phonics K-1 Comprehension 2	Phonics 2 Comprehension K-1
Curriculum Associates	Magnetic Reading 3-5, 2022	Comprehension 3-5	Vocabulary 3-5
HEC Software	Reading Horizons Discovery, v9, 2023	Phonological and Phonemic Awareness K-1 Phonics K-3	Fluency 1-3
HEC Software	Reading Horizons Elevate, 2023	Phonics 4-5	Fluency 4-5
Imagine Learning	Imagine Language & Literacy, 2023	Phonological and Phonemic Awareness K-1 Phonics 1-5 Fluency 1-5 Vocabulary K-5 Comprehension 2-5	Comprehension K-1
IXL Learning	IXL English Language Arts, 2023	Phonological and Phonemic Awareness K-1 Phonics K-3	Fluency 1-5 Vocabulary 2-5
Learning A-Z	Foundations A-Z, 2023	Phonological and Phonemic Awareness K-1 Phonics K-5 Fluency 1-5	Vocabulary K-5
Learning A-Z	Raz-Plus, 2023	Phonological and Phonemic Awareness 1 Phonics K-2 Fluency 1-5 Writing 2-5	Phonological and Phonemic Awareness K Phonics 3-5 Vocabulary K-5 Comprehension K-5 Writing K-1

*Meets Expectations in Some but Not All Reviewed Components Continued*

Provider	Program	Recommended Use	Not Recommended
Learning Without Tears	Phonics, Reading, and Me, 1st edition, 2023	Phonological and Phonemic Awareness K-1	Phonics K-3 Fluency 1-3 Vocabulary K-3 Comprehension K-3 Writing K-3
Lexia Learning	Lexia Core5 Reading, V4.7.4, 2013	Phonological and Phonemic Awareness K-1 Phonics K-5 Fluency 1-5 Vocabulary K-5 Comprehension K-5	Writing K-5
Read Naturally	Read Live, 2023	Fluency 2-3	Phonics K-5 Fluency 1 and 4-5
Really Great Reading	Countdown, 2017	Phonological and Phonemic Awareness K Phonics K	Vocabulary K
Really Great Reading	Blast, First Edition, 2014	Phonological and Phonemic Awareness 1 Phonics 1	Fluency 1 Vocabulary 1
Really Great Reading	HD Word, 1st Edition, 2015	Phonics 2-3 Fluency 2-3	Vocabulary 2-3
Voyager Sopris	REWARDS Intermediate, 2nd edition, 2014	Phonics 4-5	Fluency 4-5 Vocabulary 4-5
Zaner-Bloser	Spelling Connections: A Word Study Approach, 2022	Phonics 2-5	Phonics 1

# 95 Percent Group **95 Phonics Core Program**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1 and phonics in grades K-5.

This program also submitted for review for fluency in grades 1-5 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- The program provides systematic, explicit instruction for phonemic awareness and phonics in a predictable, step-by-step manner that builds over time. The materials for this program allow for modeling, guided practice, and independent practice.
- The student materials provide ample opportunities for guided and independent practice, including decodable texts that are aligned with lesson objectives. Materials for hands on learning, such as phonics chips and syllable bars, are also provided.
- Student engagement is maintained throughout lessons with frequent and varied opportunities for student response, including the use of gestures and manipulatives. The program includes more practice and rigor than some core instructional programs.
- The program provides and reinforces a clear and explicit process for decoding multisyllabic words.
- The teacher manual is detailed in terms of lesson sequence and language, providing a high level of support for implementation. All digital and physical resources are included with the program, so there is nothing that a teacher needs to prepare.

### PROGRAM CHALLENGES


- This program includes assessments that are aligned with the overall program but does not provide guidance on reteaching or flexible groupings of students.
- Correct student responses are recorded in the teacher manual, but materials provide limited guidance for explicit corrective and affirmative feedback. Teachers may need additional support implementing appropriate scaffolds and feedback to ensure all students are able to access the content.

### THE BOTTOM LINE

*95 Phonics Core Program* is a systematic, explicit, supplemental program for teaching phonemic awareness and phonics. The program utilizes research-based instruction to help students gain foundational knowledge through daily 20-minute lessons. The program is focused on student engagement and provides ample opportunities for teacher modeling as well as guided and individual practice.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonological and Phonemic Awareness	○	○	N/A	N/A	N/A	N/A
Phonics and Word Study	○	○	○	○	○	○
Text Reading and Fluency	N/A	○	○	○	○	○

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Amplify Education **Boost Reading**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1, phonics in grades K-5, fluency in grades 1-5, and vocabulary in grades 2-5.

This program also submitted for review for vocabulary in grades K-1, comprehension in grades K-5, and writing in grades 4-5 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in the grade level components listed here.

### PROGRAM STRENGTHS

- Teachers using this digital adaptive program will be able to have their students independently engage in high-quality, self-paced, and individualized practice, along with supplemental instruction in phonemic awareness, phonics, word study, text reading, and fluency.
- The teacher dashboard provides the teacher with extensive formative assessment data of the student's progress, allowing for weak areas to be addressed while using the digital program and in follow-up small group instruction with the teacher.
- The program uses a systematic and explicit approach in an engaging game-like format to provide high-quality independent work for students while the teacher provides small group instruction to other students.

### PROGRAM CHALLENGES

- Due to the digital nature of the program, there are no opportunities to respond in writing and interact verbally with others about the activities. This limits instruction in some areas, particularly for comprehension and writing.
- While the program provides opportunities for students to practice comprehension skills, the amount of literature is limited and will need to be supplemented by reading materials from other sources.

### THE BOTTOM LINE

*Boost Reading* is a digital program that can provide students with engaging individualized practice and supplemental instruction in fundamental reading skills such as phonemic awareness, phonics, and fluency while they are working independently. In addition, it collects extensive assessment data about the student's performance for teachers to use to guide their instruction with the student.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonological and Phonemic Awareness	Approved for Use	Approved for Use	N/A	N/A	N/A	N/A
Phonics and Word Study	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Text Reading and Fluency	N/A	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Vocabulary	Not Approved for Use	Not Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Developing Comprehension and Background Knowledge	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use
Writing	N/A	N/A	N/A	N/A	Not Approved for Use	Not Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Center for the Collaborative Classroom

## Being a Reader: Small Group Reading Sets 1-12

### SUPPLEMENTAL SNAPSHOT

#### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness and phonics in grades K-1 and comprehension in grade 2.

This program also submitted for review for phonics in grade 2 and comprehension in grades K-1 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

#### PROGRAM STRENGTHS

- Decodable texts, aligned to the scope and sequence, provide opportunities to practice decoding and high-frequency words in kindergarten and grade 1.
- Resources provide specific instructional guidance including suggested language for corrective feedback with phonological and phonemic awareness skills.
- Frequent assessment opportunities are embedded throughout instruction. Assessment data is used for initial placement and progress monitoring. Assessments include informal observations and mastery of specific skills.

#### PROGRAM CHALLENGES

- The program does not include instruction on letter formation.
- The program does not provide teacher guidance or texts for read aloud lessons.
- Teaching materials provide limited opportunities for review of foundational literacy skills. Therefore, teachers may need to provide additional resources and time to practice skills to mastery.


#### THE BOTTOM LINE

*Being a Reader: Small Group Reading Sets 1-12* provides explicit instruction for phonological and phonemic awareness skills in kindergarten and grade 1. The program offers a high level of engagement, including solid instructional routines between teacher and students, as well as solid

corrective feedback. Videos and guiding questions are available to teachers as they use assessment tools and progress monitoring to inform instructional next steps.

#### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	K	1st	2nd
Phonological and Phonemic Awareness	Approved for Use	Approved for Use	N/A
Phonics and Word Study	Approved for Use	Approved for Use	Not Approved for Use
Developing Comprehension and Background Knowledge	Not Approved for Use	Not Approved for Use	Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level



# Curriculum Associates **Magnetic Reading 3-5**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for comprehension in grades 3-5.

This program also submitted for review for vocabulary in grades 3-5 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- The program features six units that embed instruction in a progression of comprehension skills for students in grades 3-5. The units integrate art, science, and history, enriching students' background knowledge and providing interdisciplinary connections.
- The curriculum incorporates both fiction and complex informational texts that build knowledge around diverse unit topics/themes and develop reading comprehension skills across genres. Explicit instruction is provided in both narrative and informational text structures and text features.
- Assessment is embedded throughout the program, including standards-based assessments at the end of each unit and regular daily formative assessment opportunities to respond orally and in writing to text-dependent prompts.
- The teacher manual and Online Toolbox are well-organized and easy to navigate and include support for evidence-based instructional strategies such as scaffolds for reading complex texts, instructional routines for student engagement, EL support, differentiation, and literacy knowledge.
- The teacher manual offers guidance on group size, as well as suggested timing for each task with options for pacing between 30-40 minutes per lesson to accommodate varying school schedules.
- The Online Toolbox includes a document illustrating how this program aligns and integrates with popular core instructional programs.
- Formal and informal assessments are embedded in the program, including pre and post assessments, online games with quick checks, and skill checklists.







### PROGRAM CHALLENGES


- Divisions will want to consider that this program meets expectations for supplemental instruction in comprehension only and does not meet expectations for instruction in vocabulary.

### THE BOTTOM LINE

*Magnetic Reading 3-5's* well-organized resources can supplement an existing core program by providing additional topically-related units with texts that integrate art and science, promoting interdisciplinary knowledge-building through reading comprehension instruction.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations		
	3rd	4th	5th
Vocabulary			
Developing Comprehension and Background Knowledge			

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# HEC Software **Reading Horizons Discovery**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness for grades K-1 and phonics for grades K-3.

This program also submitted for review for fluency in grades 1-3 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- The program includes initial and ongoing professional development for teachers and provides assessments, routines, teacher language, and resources that complement a core program.
- Teachers using this program will follow a systematic and explicit approach to instruction.
- This supplemental program contains extensive phonological and phonemic awareness activities and provides daily practice with segmenting and blending phonemes.
- Students work with sounds at the phoneme level with a multisensory approach, connecting phonemes to graphemes through manipulatives and body movements, facilitating high student response levels.
- All materials and resources are accessible and well-organized, and the Lesson Guide and lesson plans are detailed and easy to follow.
- The program includes an online learning component and digital assessments of students' proficiency, which provides teachers with data and guidance on differentiating support in small-group lessons.

### PROGRAM CHALLENGES

- The supplemental program provides an abundance of materials but does not include explicit directions on integrating them within a core curriculum.
- While the teacher's manual has a detailed script for instruction, specific guidance on providing










corrective feedback based on student progress is not evident.

- Materials provide a variety of texts for instruction; however, there is a lack of authentic literature in the form of books for teachers to read aloud.
- Divisions will want to consider that this program does not contain guidance on using assessment data to differentiate oral reading fluency instruction based on students' needs.

### THE BOTTOM LINE

*Reading Horizons Discovery* is a program that can supplement core instruction in phonological and phonemic awareness and phonics. Lessons contain direct instruction, decodable text, visual supports, and activities that foster student engagement. The program provides abundant practice opportunities with essential phonics skills such as segmenting, blending, applying decoding skills, letter formation, and encoding. Divisions will want to consider the lack of specific guidance on how to integrate this program into the existing core curriculum, limited teacher language for immediate and corrective feedback, lack of guidance on how to use assessment data to differentiate fluent oral reading instruction, and a lack of authentic literature materials for teachers to model reading aloud.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations			
	K	1st	2nd	3rd
Phonological and Phonemic Awareness			N/A	N/A
Phonics and Word Study				
Text Reading and Fluency	N/A			

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# HEC Software **Reading Horizons Elevate**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades 4-5.

This program also submitted for review for fluency in grades 4-5 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- Teachers using this program will follow a systematic and explicit approach to instruction.
- Students work with sounds at the phoneme level using a multisensory approach and connecting phonemes to graphemes through manipulatives and body movements, facilitating high levels of student response.
- All materials and resources are accessible and well-organized, and the teacher's manuals and lesson plans are detailed and easy to follow.
- This supplemental program includes an online learning component and digital assessments of students' proficiency.





### PROGRAM CHALLENGES


- The program provides an abundance of materials but does not include explicit guidance on integrating the supplemental program with a core curriculum.
- While the teacher's manual has a detailed script for instruction, guidance on providing corrective feedback with specific teacher language based on student progress is not evident.
- Materials provide a variety of texts for instruction; however, the program lacks authentic literature for teachers to read aloud.

### THE BOTTOM LINE

*Reading Horizons Elevate* is a program that can supplement core instruction in phonics and word study. Lessons contain direct instruction, decodable text, and multi-modal activities that foster student engagement. The program provides abundant practice opportunities with essential phonics skills such as segmenting, blending, applying decoding skills, and encoding. Divisions will want to consider the lack of specific guidance on how to integrate this program into the existing core curriculum and limited teacher language for immediate and corrective feedback.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations	
	4th	5th
Phonics and Word Study		
Text Reading and Fluency		

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Imagine Learning **Imagine Language and Literacy**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1, phonics in grades 1-5, fluency in grades 1-5, vocabulary in grades K-5, and comprehension in grades 2-5.

This program also submitted for review for comprehension in grades K-1 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- As a computer-based online program, the program is adaptive and prescriptive, placing the students at their instructional level to fill gaps in their instruction, and allowing the student to advance as mastery is obtained.
- The program allows for flexibility in instruction by tailoring to students' individual strengths and needs and provides teachers with a student-friendly supplement to their whole- or small-group instruction.
- Multiple opportunities to practice skills are included in highly engaging games, activities, and books.
- Teacher support in the form of professional development, a help center via chat, and online community forums may be especially helpful to some teachers.

























### PROGRAM CHALLENGES


- The program lacks opportunities for interactive oral discussions and think alouds.
- Divisions may need to consider how to strategically implement this program, since some areas and grade levels are not approved for use under the VLA.

### THE BOTTOM LINE

*Imagine Language and Literacy* is an online supplemental program that offers highly engaging games and interactive activities while adapting to student needs and performance.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonological and Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics and Word Study	N/A					
Text Reading and Fluency	N/A					
Vocabulary						
Developing Comprehension and Background Knowledge						

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level



# IXL Learning IXL English Language Arts

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1 and phonics in grades K-3.

This program also submitted for review for fluency in grades 1-5 and vocabulary in grades 2-5 but did not meet the expectations of the rubrics as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- The IXL activities for phonological awareness, phonemic awareness, phonics, and word study include interactive activities that allow students to practice foundational skills such as identification, isolation, and blending of sounds.
- There are a variety of activities to provide students with ample opportunity to practice skills.
- Any text (directions or instructions) that does not directly assess a student's performance can be read aloud to further solidify the student's understanding of a concept or an activity's directives.
- Students have some choice of how to proceed with their personal learning. Some students might immediately comprehend the assessed concept and proceed directly to the questions without seeking assistance from the "Learn with an Example" or "Watch a Video" functions. For those who require instruction or clarification for their understanding, the students can choose which format to use to receive their help. This choice allows students to feel ownership over the best methods for their personal learning.

### PROGRAM CHALLENGES

- While IXL Learning provides students with a choice on how or if they receive instruction, explicit instruction on these topics does not automatically occur before students begin an activity. Instruction on concepts is only provided if the student actively selects the "Learn with an Example" or "Watch a Video" options or if they
















have made a mistake. When a student makes a mistake, IXL provides clarification on the concept in the form of "Review, Remember, Solve."


- IXL's Smartscore system for each section of questions could be a source of stress for some students. IXL encourages students to reach a score of 80 on each section to be considered proficient on a topic. However, as students proceed through questions, IXL awards and removes points based on student accuracy. While this might provide an accurate reflection of a student's understanding, it could be time-consuming and frustrating for students who are working towards proficiency.
- The program is intended for students who are on grade level, which might limit accessibility for all students in a classroom.

### THE BOTTOM LINE

*IXL English Language Arts* is a fully web-based program for promoting proficiency in phonological awareness, phonemic awareness, phonics, and word study skills. The platform's target skills make it easy for teachers to identify, assign, and track a student's performance on those skills. IXL Learning also provides a variety of engaging tasks and ample opportunities for student practice.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonological and Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics and Word Study					N/A	N/A
Text Reading and Fluency	N/A					
Vocabulary	N/A	N/A				

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Learning A-Z Foundations A-Z

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1, phonics in grades K-5, and fluency in grades 1-5.

This program also submitted for review for vocabulary for grades K-5 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- Foundations A-Z provides explicit instruction and engaging practice opportunities, including online games, for phonological and phonemic awareness, phonics, and fluency.
- The online platform is easy to navigate, and resources are flexible enough to be used to enhance any core program.
- Teacher language, including corrective feedback examples, are included in each lesson as well as considerations for culturally diverse students.

### PROGRAM CHALLENGES

- This program is a digital platform only. Therefore, divisions and schools will need to consider printing capacity if handheld resources are preferred or deemed necessary.
- While there are a variety of books used to practice fluency, there is limited variability in the type of text used (i.e. poetry, plays).
- Fluency instruction is also heavily tied to the phonics resources and decodable books used, so districts would need to think carefully about how to implement fluency only if that is a need for supplemental instruction.

### THE BOTTOM LINE

*Foundations A-Z* contains materials aligned to explicit instruction in phonological and phonemic awareness, phonics, and fluency with multiple practice opportunities and resources to foster teacher knowledge. As it is a digital only platform, divisions will need to consider their access to technology.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonological and Phonemic Awareness	Approved for Use	Approved for Use	N/A	N/A	N/A	N/A
Phonics and Word Study	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Text Reading and Fluency	N/A	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Vocabulary	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Learning A-Z Raz-Plus

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grade 1, phonics in grades K-2, fluency in grades 1-5, and writing in grades 2-5.

This program also submitted for review for phonological and phonemic awareness in kindergarten, phonics in grades 3-5, vocabulary in grades K-5, comprehension in grades K-5, and writing in grades K-1 but did not meet the expectations of the rubrics as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- The program is fully available online, and the website is well-organized and easy to navigate. Materials for students can be used in both digital and print formats.
- Lesson plans are detailed and easy-to-follow, with detailed scripts provided for teachers.
- A wide variety of decodable texts are available to practice fluency.
- The *Foundational Skills Curriculum* resource for K-2 is extremely detailed and comprehensive.
- The program includes access to thousands of texts in a variety of genres and on a variety of topics.

### PROGRAM CHALLENGES
































- In the guidance provided for non-approved components, Raz-Plus instructs teachers to use leveled text to assess and group students according to a text leveling system. Running records in these leveled texts are used to “monitor growth” in reading skills and to make decisions about when to advance students within this text leveling system. These practices are not aligned with evidence-based literacy instruction. It is unlikely that all students will be exposed to a wide variety of topics, vocabulary, and complex text if they are limited to books at their level according to this system.
- Divisions and schools will want to consider that this program meets expectations for various components in certain grade levels only. Implementation of this program will be difficult if divisions are only able to implement a fraction of the program.

- There are a lack of opportunities throughout the program for students to demonstrate their understanding of a text through writing tasks.
- While the program does meet expectations of the rubric for writing in grades 2-5, writing lessons are generic in nature. A more robust writing curriculum requires a separate subscription.

### THE BOTTOM LINE

*Raz-Plus* includes a wide variety of resources in an easily navigable site. Phonological and phonemic awareness and phonics lessons are detailed and easy to follow, and a wide variety of decodable texts are available to practice fluency. Writing lesson plans are generic and not extremely detailed. Divisions are strongly encouraged to consider whether the program is a good fit, given the focus on using leveled texts in non-approved components and how few components are approved for use.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonological and Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics and Word Study						
Text Reading and Fluency	N/A					
Vocabulary						
Developing Comprehension and Background Knowledge						
Writing						

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Learning Without Tears **Phonics, Reading, and Me**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1.

This program also submitted for review for phonics in grades K-3, fluency in grades 1-3, vocabulary in grades K-3, comprehension in grades K-3, and writing in grades K-3 but did not meet the expectations of the rubrics as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- Teachers using this program will be able to follow a scope and sequence of phonological and phonemic awareness skills that progress from easier tasks, such as segmenting syllables, onset-rime, and isolating initial and final sounds, to more complex tasks, including isolating medial sounds and blending and segmenting CVC words.
- Materials provide abundant opportunities for all students to be taught PA skills explicitly with multiple examples, models, and demonstrations, as well as many opportunities to practice.
- The program provides resources and materials, such as letter tiles, for teachers that support instruction in phoneme-grapheme mapping and work toward an understanding of the alphabetic principle, while including specific language for immediate and corrective feedback.



















### PROGRAM CHALLENGES

- Materials provide limited guidance for how to use assessment data to determine flexible groups.
- Divisions will want to consider that the program only met expectations for phonological and phonemic awareness and no other literacy component. Careful consideration should go into how to implement only the PA component in grades K-1.

### THE BOTTOM LINE

*Phonics, Reading, and Me* could successfully be used to supplement instruction in phonological and phonemic awareness in grades K-1, including high-priority PA skills, such as analyzing spoken words at the phoneme level, segmenting individual phonemes, and blending. Activities and materials encourage the use of movement and manipulatives in instruction and are designed to elicit high levels of engagement.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations			
	K	1st	2nd	3rd
Phonological and Phonemic Awareness			N/A	N/A
Phonics and Word Study				
Text Reading and Fluency	N/A			
Vocabulary				
Developing Comprehension and Background Knowledge				
Writing				

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level



# Lexia Core5 Reading

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1, phonics in grades K-5, fluency in grades 1-5, vocabulary in grades K-5, and comprehension in grades K-5.

This program also submitted for review for writing but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in that area of instruction.

### PROGRAM STRENGTHS

- This supplemental program contains extensive phonemic and phonological awareness activities including daily practice with segmenting and blending phonemes.
- Students learn strategies for decoding multisyllabic words and receive explicit instruction on the meanings of affixes and Greek and Latin roots.
- The program offers resources for fluency practice, both in the online program and in the supplemental materials such as decodable readers and Fluency Passage packs.
- Vocabulary instruction is robust; students are exposed to Tier 2 and Tier 3 words. The program also covers synonyms, antonyms, similes, metaphors, idioms, analogies, and academic vocabulary.
- This supplemental program provides additional instructional materials for comprehension skills. These materials are easily found on the MyLexia platform; teachers can search by skill and by grade level to find lesson plans and additional student practice activities.
- The program includes an online component as well as materials for targeted instructional groups.

### PROGRAM CHALLENGES

- Materials do not provide guidance on how to integrate the supplemental program with a core curriculum.
- Materials include texts for instruction; however, the program lacks authentic literature in the form of books. Some lesson plans direct the teacher to pick a book to use outside of the program materials.
- The amount of professional development provided in the self-guided Lexia Academy course may not be sufficient to implement the program effectively. Teachers may need more support to use the program.

### THE BOTTOM LINE

*Lexia Core5 Reading* is a program that can be used to supplement core instruction in the areas of phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension. The program provides a wealth of materials, including an online program and lesson plans for teacher-led direct instruction. Divisions will want to consider how to provide support for teachers to ensure effective integration of the program with the core curriculum.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonological and Phonemic Awareness	Approved for Use	Approved for Use	N/A	N/A	N/A	N/A
Phonics and Word Study	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Text Reading and Fluency	N/A	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Vocabulary	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Developing Comprehension and Background Knowledge	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use	Approved for Use
Writing	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use	Not Approved for Use

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Read Naturally, Inc **Read Live**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for fluency in grades 2-3.

This program also submitted for review for phonics in grades K-5 and for fluency instruction in grades 1 and 4-5 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in phonics instruction or fluency instruction in grades 1 or 4-5.

### PROGRAM STRENGTHS

- Read Live offers extended practice opportunities for students to develop fluency through a vast selection of high-interest, nonfiction connected texts.
- Instruction is data-driven; the program collects ongoing fluency data for each student and generates progress reports.
- The program provides detailed guidance for teachers regarding how to use progress monitoring data to make instructional decisions and differentiate instruction.













### PROGRAM CHALLENGES


- Divisions should consider that materials may not elicit high levels of student engagement for some elementary audiences.
- The program offers minimal guidance for teachers regarding how to model fluent reading and build student knowledge.
- Key elements of this program are delivered online, so students need access to individual devices.

### THE BOTTOM LINE

*Read Live* is a web-based program that offers data-driven, supplemental fluency instruction. The program provides opportunities for students to hear fluent reading and offers extended practice for students through reading high-interest connected texts. Divisions will need to consider students' access to technology, as key elements are delivered online.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations					
	K	1st	2nd	3rd	4th	5th
Phonics and Word Study						
Text Reading and Fluency						

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Really Great Reading Countdown

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness and phonics in Kindergarten.

This program also submitted for review for vocabulary but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in vocabulary instruction.

### PROGRAM STRENGTHS

- The program integrates evidence-based instructional practices, including a multi-sensory approach. The program also provides ongoing practice opportunities to build automaticity before introducing new, more complex skills.
- Teaching materials provide frequent opportunities for all students to listen, produce, and identify sounds at the phoneme level.
- This program provides materials to support teaching phoneme-grapheme correspondences through engaging activities and rigorous practice routines.




### PROGRAM CHALLENGES

- While high-utility words are introduced with attention to predictable letter-sound combinations, materials provide limited guidance regarding irregular graphemes within high-frequency words.
- While the program offers resources for explicit vocabulary instruction, the vocabulary words selected for instruction are not high-utility words that can be connected to decodable or fluency texts included in the program, nor do the words promote specific content knowledge.
- Divisions will want to consider the language(s) of their student populations as materials provide limited support for multilingual learners beyond those speaking Spanish, as well as limited representation of culturally and linguistically diverse students within program materials.

### THE BOTTOM LINE

*Countdown* is an easy-to-use, scripted supplemental program that explicitly and systematically teaches foundational literacy skills, such as phonological and phonemic awareness and letter-sound knowledge. Divisions will need to consider how the program aligns with the needs of culturally and linguistically diverse learners.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations
	<b>Kindergarten</b>
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Vocabulary	

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Really Great Reading Blast

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness and phonics in grade 1.

This program also submitted for review for fluency and vocabulary for grade 1 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- This supplemental program provides additional instructional materials focused on phonological and phonemic awareness and phonics with a strong scope and sequence and more practice and rigor than some core instructional programs.
- Materials provide predictable routines that emphasize phonics concepts that increase in difficulty, beginning with letter-sound and grapheme-phoneme relationships. Explicit instruction is used in every lesson, providing students with multiple models and opportunities for practice.
- Teacher guides are oriented to guide teachers to effective implementation, including ideas for differentiation, explicit language to use when teaching, and examples of errors that students may make with positive corrective feedback.
- If purchased, the online materials provide a wealth of resources, including decodable texts, extension lessons, heart word magic (high-frequency word) videos, handwriting videos, and articulation videos.





### PROGRAM CHALLENGES


- Components of the program, such as online resources and student materials, must be purchased separately and may require an annual subscription. Divisions should consider the ongoing cost of the program.
- Although the teacher's guides are easy to follow, there is no guidance on which online resources correspond with the lesson being taught. Using the additional materials requires extra time for teachers to align resources with the needs of the students.

### THE BOTTOM LINE

*Blast* is a supplemental program that provides a strong scope and sequence for phonological and phonemic awareness and phonics and explicit lessons that include predictable routines with multiple opportunities for students to practice the phonics concept being taught. Divisions may want to consider the additional cost of online resources, as some require a yearly subscription fee.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations
	<b>1st</b>
Phonological and Phonemic Awareness	
Phonics and Word Study	
Text Reading and Fluency	
Vocabulary	

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Really Great Reading HD Word

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics and fluency in grades 2-3.

This program also submitted for review for vocabulary but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in vocabulary instruction.

### PROGRAM STRENGTHS

- The scope and sequence follows a logical progression of skills in phonics. Skills increase in complexity, so that advanced phonics instruction includes multisyllabic words, fluency, and vocabulary knowledge. Text resources increase in complexity over time, and words not yet introduced are listed at the top of fluency passages along with teacher guidance for review before reading.
- The program integrates evidence-based instructional practices, including a multi-sensory approach for teaching phonics and phonological awareness and providing ongoing practice opportunities to build automaticity before introducing new, more complex skills.
- Lessons include routines to explicitly introduce new vocabulary words by providing student-friendly definitions and non-examples. Students receive frequent opportunities to practice applying new and previously taught vocabulary words through “Deep Teach” and “Light Touch” lessons as well as cumulative review games located in the Online Playground.

### PROGRAM CHALLENGES







- Materials provide limited guidance for explicitly teaching regular and irregular graphemes and their corresponding sounds when building automaticity of irregular and regular words.
- While the program offers resources for explicit vocabulary instruction, the vocabulary words selected for instruction are not high-utility words that can be connected to decodable or fluency texts included in the program, nor do the words promote specific content knowledge.
- Divisions will want to consider the language(s) of their student populations as materials provide limited support for multilingual learners beyond


those speaking Spanish, as well as limited representation of culturally and linguistically diverse students within program materials.

### THE BOTTOM LINE

*HD Word* is an easy-to-use, scripted supplemental program that expands upon basic word knowledge through explicit and systematic instruction for learning advanced phonics. Lessons support fluency and decoding words that include the six syllable types, complex consonants, vowel patterns, and morphemes. Divisions will need to consider the alignment of text resources and vocabulary with the core and intervention programs, as well as the needs of culturally and linguistically diverse learners.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations	
	2nd	3rd
Phonics and Word Analysis		
Fluency for Automatic Word Recognition		
Vocabulary		

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level



# Voyager Sopris **REWARDS** Intermediate

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades 4-5.

This program also submitted for review for fluency and vocabulary in grades 4-5 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

### PROGRAM STRENGTHS

- Provides specific guidance and training materials for providing explicit instruction and eliciting high levels of student response and engagement, including an online mini course on explicit instruction.
- Begins with a focus on explicit instruction of prerequisite decoding and encoding skills (including vowel sounds) and leads into more complex decoding and encoding of multisyllabic words.
- Provides many opportunities for teachers to administer corrective feedback.







### PROGRAM CHALLENGES

- Divisions will have to carefully consider implementation of this program, since phonics is the only area approved for use.

### THE BOTTOM LINE

*REWARDS Intermediate* is a 4th-5th grade, short-term supplemental program consisting of 25 explicit lessons. It is designed to be used with any population of students in grades 4-5 to improve their decoding and encoding (including multisyllabic words) through explicit teaching strategies and abundant practice opportunities.

### CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations	
	4th	5th
Phonics and Word Study		
Text Reading and Fluency		
Vocabulary		

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level

# Zaner-Bloser **Spelling Connections**

## SUPPLEMENTAL SNAPSHOT

### APPROVED USE

This program is approved as a supplemental program for phonics in grades 2-5.

This program also submitted for review for phonics in grade 1 but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in that grade.

### PROGRAM STRENGTHS

- Teachers using this program will be able to follow a clear scope and sequence for grade-level phonics skills, including explicit instruction in syllable division, syllable types, and morphology (e.g., prefixes, suffixes, root words).
- The program provides resources for teachers that support a consistent weekly lesson sequence which can be paced out across either three or five instructional days, depending on instructional time and student needs.
- This supplemental program provides additional instructional materials focused on decoding and encoding multisyllabic words that provide more practice and rigor than some core instructional programs.
- Materials are very strong in using a systematic and explicit approach to instruction.
- Teaching materials are exceptionally clear and comprehensive, organized in such a way to help teachers navigate and implement the curriculum effectively.






### PROGRAM CHALLENGES


- The program lacks explicit instruction in high-utility letters, letter-sound instruction while writing the symbol, and irregular spelling patterns or words.
- Materials provide limited guidance for specific and precise language for teachers to use when providing corrective feedback to students. As a result, specific corrective feedback would need to be generated by the teacher.
- Divisions will want to consider that this program focuses on regular words and phonics patterns, with minimal inclusion of irregular spelling patterns or irregular words.

### THE BOTTOM LINE

*Spelling Connections* is a supplemental phonics program approved for grades 2-5 that follows a word study approach. This supplemental program utilizes five stages of instruction in its weekly sequence, which includes word study, phonics, reading, writing, and assessment.

## CRITERIA OVERVIEW

Instructional Design and Usability and Support	Meets Expectations				
	1st	2nd	3rd	4th	5th
Phonics and Word Study					

 Approved for Use

 Not Approved for Use

N/A = Not Assessed in This Grade Level