Recommended
Supplemental Instructional Program Guide K-5
Cycle 3

Virginia Department of
EDUCATION

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)[1], science-based reading research (SBRR)[2], 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 initial Supplemental Instructional Program Guide in April 2024.

The VBOE approved the Core Instructional Program Guide in July 2023 and an updated version in December 2023.

This guide is the culmination of another Supplemental Program Review[3]. 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 approved guide.

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[1] "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.

[2] "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.

[3] 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	Ready Reading, 2016	Comprehension K-2
Dr. Shelley Blackwell, SLP.D	Building Knowledge Through Words, 2023	Vocabulary 4-5
EPS Operations	Reading Assistant for S.P.I.R.E. powered by Amira, 1st Edition, 2023	Fluency 1-3
EPS Operations	SPIRE Next, 1st Edition, 2023	Comprehension 3
Great Books Foundation	Junior Great Books Series 3-5, First Edition, 2014	Comprehension 3-5
Just Right Reader	Take Home Decodables, 2023	Phonics K-2
Literacy Resources, Heggerty	Bridge to Reading Foundational Skills for Second Grade, Classroom Kit, 2023	Phonics 2
NoRedInk	NoRedInk Premium, 2024	Writing 3-5
Teacher Created Materials	Focused Phonics, 1st Edition, 2023	Phonological and Phonemic Awareness 1, Phonics 1-2

Curriculum Associates **Ready Reading**
SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades K, 1, and 2.

PROGRAM STRENGTHS

- Materials provide abundant opportunities for all students to engage in multiple levels of comprehension, including recall questions, comparing/contrasting, retelling, and inferential or deep-thinking questions.

- Teachers using this program will be able to support student development of reading comprehension through read-alouds of high-quality texts across multiple genres and informational topics.

- The program provides resources for teachers that support student practice of close reading of texts that have been explicitly taught and modeled by the teacher.

- This supplemental program provides high-utility comprehension strategies, explicit teaching of vocabulary words, and building of background knowledge through the use of narrative and informational texts, most of which connect to content areas (e.g., science, social studies).

PROGRAM CHALLENGES

- Divisions will want to consider that this program focuses solely on oral language comprehension for grades K-1 (through teacher read-alouds), while students in grade 2 read independently through the Read, Think, Talk, Write process, with teacher guidance.

THE BOTTOM LINE

Ready Reading is a supplemental program geared toward pre-readers and early readers that builds comprehension of K-2nd grade students through explicit instruction (e.g., structured read-alouds), guided practice, and independent application of skills through high-interest, complex informational and literary texts, while developing language comprehension, vocabulary, and background knowledge skills across multiple text sets and content areas.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations		
Usability and Support	Meets Expectations		
	K	**1st**	**2nd**
Developing Comprehension and Background Knowledge	◉	◉	◉

◉ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

Dr. Shelley Blackwell, SLP.D
Building Knowledge Through Words
SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for vocabulary in grades 4 and 5.

PROGRAM STRENGTHS

- Building Knowledge Through Words is a clear, easy-to-implement supplemental program geared toward developing students' morphological knowledge. The program teaches high-utility morphological features (e.g., prefixes, suffixes, roots) through explicit instruction and practice.

- Lessons feature both Tier 2 and Tier 3 vocabulary words and support students in internalizing student-friendly definitions.

- Students and educators will find the program's word analysis routines to be applicable in multiple contexts and domains–from science to reading to social studies–making Building Knowledge Through Words a true supplement to any curricular resource.

PROGRAM CHALLENGES

- Building Knowledge Through Words does not provide texts (e.g., short stories, articles) to accompany each lesson. Teachers will need to find their own connected texts if they choose to provide additional practice.

THE BOTTOM LINE

Building Knowledge Through Words builds high-utility morphological and vocabulary knowledge through concise, easy-to-follow lessons. Educators will embrace its simplicity and predictability, making it a program they can use with confidence.

CRITERIA OVERVIEW

		4th	5th
Instructional Design	Meets Expectations		
Usability and Support	Meets Expectations		
Vocabulary		◉	◉

◉ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

APPROVED USE

This program is approved as a supplemental program for fluency in grades 1, 2, and 3.

PROGRAM STRENGTHS

- This program is highly organized and very teacher-friendly to use. The teacher manual provides teachers with step-by-step instructions on implementing the program. Every lesson follows the same instructional routines: phonogram cards, phonological awareness, word building, decoding and sentence building, pre-reading, reading and reading comprehension, sound dictation, pre-spelling, spelling, and dictation.

- The scripts, routines, student materials, assessments, and design make implementing an explicit, sequential program very straightforward.

- Extensive assessment information is gathered and can be used in various helpful reports.

- Teachers using the digital version of the program will be able to have their students independently engage in high-quality, self-paced, and individualized practice, along with fluency instruction.

- The digital version using the AI provides students with practice and feedback as they read orally while collecting formative assessment data on their progress. This data is helpful data for teachers to guide instruction.

PROGRAM CHALLENGES

- The program focuses on decodable texts, excluding more complex texts needed to build vocabulary and background knowledge while improving fluency.

- Professional development is available but at an additional cost.

- Given the scripted nature of the program, it is difficult for teachers to differentiate, and guidance is not provided to do so.

- The program's 10-step lesson process moves somewhat slowly, and lessons can take 45 to 60 minutes if completed in one day. There is an option to break the lessons into 30 minutes five days a week. This is a considerable amount of time for a supplemental program.

THE BOTTOM LINE

Reading Assistant for S.P.I.R.E. powered by Amira is a multifaceted supplemental program that includes traditional and enhanced digital components for fluency and text reading instruction. It is teacher-friendly because it is structured and well-organized. The digital AI-powered aspect allows students to engage in additional instruction and practice to support the teacher's instruction while gathering helpful additional data. This program is lengthy, 45 to 60 minutes five days a week, or lessons could be broken into 30 minute-sessions, five days a week. Unless divisions want to replace a core curriculum component, it would be challenging to implement this program as a supplemental program.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations			
Usability and Support	Meets Expectations			
		1st	**2nd**	**3rd**
Text Reading and Fluency		◎	◎	◎

◉ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

VIRGINIA DEPARTMENT OF EDUCATION

APPROVED USE

This program is approved as a supplemental program for comprehension in grade 3.

PROGRAM STRENGTHS

- Materials provide abundant opportunities for all students to engage in multiple readings of a text through the use of the four language domains--reading, writing, listening, speaking.

- Teachers using this program will be able to easily navigate the resource, provide explicit and systematic instruction with the support of the annotated manual with clear teaching points, and flexibly apply the program to best address students' reading comprehension needs.

- The program provides resources for teachers that support explicit instruction of reading comprehension through a three-read process: 1) Close reading 2) Responding to texts 3) Independent reading, all of which support an instructional focus for comprehension.

- This supplemental program provides additional instructional approaches through previewing and pre-teaching Tier 2 vocabulary and scaffolding complex texts in ways that are helpful with struggling readers and multilingual learners.

PROGRAM CHALLENGES

- Materials provide limited guidance on the amount of time the supplemental instruction will take within a given lesson, as well as the specific breakdown of the lesson components.

- Divisions will want to consider that there is a lack of guidance on how to use this program with a core curriculum, and the information regarding ongoing professional development support through both digital/online resources and in-person training is vague.

THE BOTTOM LINE

SPIRE Next is a supplementary program that supports teacher delivery of direct and explicit reading comprehension instruction, using a three-read approach (close read, respond to text, read on your own), in order to develop deeper-level comprehension skills of upper elementary readers.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations
Usability and Support	Meets Expectations
	3rd
Developing Comprehension and Background Knowledge	●

● Approved for Use

○ Not Approved for Use

N/A = Not Assessed in This Grade Level

APPROVED USE

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

PROGRAM STRENGTHS

- The program provides a clear scope and sequence that guides comprehension instruction in which the goals of each unit are explicitly stated.

- The program includes explicit instruction in narrative and expository text structure and analyzing, comparing, and contrasting elements of text.

- Complex topics are planned in a logical sequence, and lessons include teachers reading aloud, leading discussions, and building background knowledge.

- Each unit in the program has preselected vocabulary words that are explicitly taught, and a list of suggested activities to teach these words is provided.

PROGRAM CHALLENGES

- The program provides minimal instruction in the use of conventions of informational text, such as titles, headings, and graphs to locate important information.

- While the program comes with assessments for each text, it is not clear how these data pieces are linked to flexible grouping based on students' needs and progress.

THE BOTTOM LINE

Junior Great Books Series 3-5 is a supplemental program that offers explicit and systematic instruction to support reading comprehension. Each unit has a common theme, a logical sequence of skills, and guidance for teachers to facilitate discussions, including questions that require inference-making and move student thinking from literal to deep. Divisions will need to consider incorporating other explicit instruction in a variety of text structures.

CRITERIA OVERVIEW

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

◉ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

Just Right Reader **Take Home Decodables**
SUPPLEMENTAL SNAPSHOT

APPROVED USE

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

PROGRAM STRENGTHS

- Take Home Decodables provides a series of decodable readers that are meant to enhance core instruction, with each set of decodables building on the previous sets. Each decodable also includes a page that gives teachers information on the targeted skill for that text.

- The program's scope and sequence follows a systematic progression that gradually introduces students to increasingly complex phonic skills.

- The accompanying lesson plans include phonemic awareness and phonics review, explicit instruction on new concepts, practice with decoding words with taught phonics patterns in connected text, comprehension activities, and writing activities. Lesson plans are easy to navigate with slightly structured scripts for explicit instruction.

- QR codes are included to help teachers navigate lessons and provide phonics video lessons. Formal and informal assessments are embedded in the program, including pre and post assessments, online games with quick checks, and skill checklists.

PROGRAM CHALLENGES

- Though the program uses some simple scripts for each lesson, it lacks specific and consistent wording for corrective feedback. There is an online teacher resource that includes a Prompting Guide with suggestions for prompts to be used when errors occur. However, this Guide is separate from the lesson plans a teacher would use, and therefore, the language is not readily available during a potential teachable moment.

- The program also does not include guidance on how to use assessment data to differentiate phonics instruction based on student needs. Instead, the program encourages teachers to keep anecdotal notes of their students as readers to help them make instructional decisions for future lessons.

THE BOTTOM LINE

Take Home Decodables is a simple yet effective program. The decodables provide additional opportunities for students to strengthen decoding skills with explicit, systematic instruction. Teachers can line up the scope and sequence of this program with their core to create additional practice opportunities with current focus features, or they can use the extra texts and lessons for additional reading opportunities. With 380 texts included, there are many options available.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations		
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

APPROVED USE

This program is approved as a supplemental program for phonics in grade 2.

PROGRAM STRENGTHS

- The Bridge to Reading program provides concise phonics lessons with practice for specific word patterns.

- Phonics lessons use an I Do, We Do, You Do structure, providing practice with key words and an instructional routine for blending. This format lends itself well to higher levels of student engagement.

- The program's READ books provide practice opportunities, including word lists and decodable texts to accompany the phonetic elements and patterns being taught.

- Lesson plans are easy to navigate with slightly structured scripts for explicit instruction. At the end of each lesson, teachers can find sections labeled "Boost" or "Expand" which provide directions on differentiated instruction based on student performance with that lesson.

PROGRAM CHALLENGES

- Although the program uses some simple scripts for each lesson, specific and consistent wording for corrective feedback is lacking.

- The scope and sequence of the program moves quickly through word patterns. The rapid pace may be challenging for many students. Additionally, short vowels are taught after consonants, which does not align with most core programs.

- The program does not create repeated opportunities to read words in controlled texts. Texts that follow specific patterns are only presented once a week; teachers would need to look for outside, additional materials if their students required more practice with a specific word pattern.

THE BOTTOM LINE

Bridge to Reading is a simple yet effective program for phonics instruction, using several multisensory instructional strategies to help students decode and encode words. The program's routines help students build foundational skills.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations
Usability and Support	Meets Expectations
	2nd
Phonics and Word Study	⬤

⬤ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

APPROVED USE

This program is approved as a supplemental program for writing in grades 3, 4, and 5.

PROGRAM STRENGTHS

- Teaching materials are easy to locate and organized in such a way to help teachers navigate, assign, and monitor writing tasks.

- Online teacher resources provide links to videos, tutorials, and unit plans that support implementation of the program within the school setting.

- Materials include a number of writing prompts and module lessons that could be used to effectively supplement writing instruction and provide students with additional practice with various writing genres.

- This program can be implemented reasonably within school hours with resources such as Chromebooks or computers, typically available in the school setting.

PROGRAM CHALLENGES

- Evidence of explicit and systematic instruction is limited to online tutorials which include options for students to skip instruction or to not engage with the practice opportunities.

- Divisions will want to consider that no guidance is included on how a teacher might provide direct instruction, modeling, or guided practice on a specific writing task or writing genre other than assigning online prewriting materials to students.

- Program materials do not provide clear methods or guidance on how to connect the supplemental resources for grades 3-5 to a core program.

THE BOTTOM LINE

NoRedInk Premium is an online supplemental writing program in which teachers use an online dashboard to assign writing activities, track task completion, and assess student progress. Program resources include diagnostic and progress monitoring assessments, writing genre unit plans, online lessons, and graphic organizers for brainstorming and prewriting support.

CRITERIA OVERVIEW

		3rd	4th	5th
Instructional Design	Meets Expectations			
Usability and Support	Meets Expectations			
Writing		◉	◉	◉

◉ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

APPROVED USE

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

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
  - Family engagement letters for each unit
  - A sound wall and audio exemplars of each of the 44 phonemes
  - Electronic Elkonin boxes with manipulative chips
  - Engaging online games for every unit of instruction
  - Printable games, cards, and letter tiles
- 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 include 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 and/or phonemic awareness skills are included.
- This program contains language for instruction; however, no language for corrective feedback is provided for teachers.

- Focused Phonics does not provide guidance for students who are not successful with the program and need more intensive intervention (scoring below 55% on Unit Assessments).

THE BOTTOM LINE

Focused Phonics is a research-based, year-long, foundational literacy skills supplemental program for Grades 1 and 2 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 corrective feedback or for what teachers should do to intervene with the students needing the most help.

CRITERIA OVERVIEW

		1st	2nd
Instructional Design	Meets Expectations		
Usability and Support	Meets Expectations		
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

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 Phonemic Awareness Suite (95 Pocket PA and PASI), 2023	Phonological and Phonemic Awareness K-1	Phonics K-1
Benchmark Education	Benchmark Phonics, 2024	Phonological and Phonemic Awareness K-1 Phonics K-5	Fluency 1-5 Vocabulary K-5 Comprehension K-5 Writing K-5
Benchmark Education	Express!, 2024	Vocabulary K-5 Comprehension K-5	Phonological and Phonemic Awareness K-1 Phonics K-5 Fluency 1-5 Writing K-5
Curriculum Associates	i-Ready Reading, 14.6, 2023	Phonological and Phonemic Awareness 1	Phonological and Phonemic Awareness K Phonics K-3 Fluency 1-5 Vocab K-5 Comprehension K-5
hand2mind	Phonemic Awareness & Phonics Toolkit, 2022	Phonological and Phonemic Awareness 1	Phonological and Phonemic Awareness K Phonics K-2
Imagine Learning	Sonday System Essentials, 3rd and 4th Editions, 2022	Phonological and Phonemic Awareness K-1 Phonics 1	Phonics K Fluency 1-3
Scholastic	Ready4Reading, Short Reads Decodables, Edition 1, 2023	Phonological and Phonemic Awareness K-1 Phonics K-3 Fluency 1-3	Vocabulary K-3 Comprehension K-3 Writing K-3
Whole Phonics	Reading Ready for Whole Phonics, Whole Phonics Readers and Workbooks, Level One, First Edition, 2020	Phonics 1	Phonics K, 2 Fluency 1-2
William H. Sadlier, Inc.	From Phonics to Reading, First Edition, 2020	Phonological and Phonemic Awareness K-1 Phonics K-3	Fluency 1-3 Vocabulary K-3 Comprehension K-3 Writing K-3

95 Percent Group **95 Phonemic Awareness Suite**
(95 Pocket PA and PASI)
SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K and 1. This program also submitted for review for phonics in grades K and 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 area of instruction.

PROGRAM STRENGTHS

- The program is easily implemented in conjunction with a core program with 10-minute daily lessons.
- 95 PA Suite includes lesson presentations for every lesson, sound articulation videos for each phoneme, and multisensory teaching components: Kid Lips cards (to model the look of the mouth), small handheld mirrors, picture cards, chips and mats, white boards, and sound-spelling cards.
- Materials include three versions of an informative and explicit PASI (Phonemic Awareness Screener for Intervention) assessment for identifying student weaknesses, forming intervention groups, and monitoring student progress.
- Every lesson is taught explicitly with a gradual release model; there are clear sections of "I Do," "We Do," and "You Do."
- Teacher tips for commonly confused concepts are interspersed throughout the program.

PROGRAM CHALLENGES

- Divisions will want to consider the narrow scope of the approved use of this program, as only the phonological and phonemic awareness components may be implemented.

THE BOTTOM LINE

95 Phonemic Awareness Suite (95 Pocket PA and PASI) is a research-based, supplemental phonological and phonemic awareness program and assessment system. It includes explicit, systematic, and multisensory phonological and phonemic awareness skill instruction. This program is an alternative to oral-only phonological and phonemic awareness programs.

CRITERIA OVERVIEW

		K	1st
Instructional Design	Meets Expectations		
Usability and Support	Meets Expectations		
Phonological and Phonemic Awareness		◉ Approved	◉ Approved
Phonics and Word Study		◯ Not Approved	◯ Not Approved

◉ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

APPROVED USE

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

- The teacher and student materials and the online dashboard are easy to locate and well-organized by grade levels, units, and specific week by week lessons, ensuring intuitive navigation of the program.

- The program provides initial training for teachers before implementation and includes a library of on-demand resources and videos for ongoing professional development for teachers and administrators that are aligned to the supplemental program.

- The teacher guide and online dashboard provide a detailed scope and sequence of phonological, phonemic awareness, and phonics skills that progress from simpler to more complex, as well as explicit instruction with multiple examples of skills and a focus on strategies that demonstrate phoneme-grapheme mapping.

- Words and phonics skills are taught in isolation and then practiced in provided decodable texts with repeated opportunities to build automaticity.

PROGRAM CHALLENGES

- Divisions will want to consider that the program is not clear on how the supplemental instructional routines and resources connect to core programs, and there are no direct correlations or guidance on how materials can be used with a core ELA curriculum.

- Beginning in third grade, corrective feedback is limited to "if/then" statements and will need enhancements that include more specific and precise teacher language instead of modeling only.

THE BOTTOM LINE

Benchmark Phonics offers research-based instructional routines for Tier 1 supplemental K-2 instruction in phonological and phonemic awareness and for K-5 instruction in phonics. The online guides are user-friendly, contain explicit and systematic instruction, and provide embedded assessment opportunities that help teachers measure student progress and inform instruction.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations					
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

APPROVED USE

This program is approved as a supplemental program for vocabulary and comprehension in grades K-5. This program also submitted for review for phonological and phonemic awareness, phonics, fluency, and 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 those areas of instruction.

PROGRAM STRENGTHS

- Express! is specifically designed for English Learners to teach the mechanics of the English language through the explicit teaching of grammar, syntax, and vocabulary, as well as metacognitive strategies to support language and reading comprehension.

- The program offers a range of assessment opportunities from formative to summative that are asset-based, unique to the needs of English Learners, and aligned to the four domains of language acquisition—listening, speaking, reading, and writing. Each lesson suggests formative assessment data to monitor student progress, and each unit includes a summative assessment opportunity. The program also provides an interim assessment that is designed for screening purposes, correlates to the Benchmark Advance program, and offers a broad overview of student achievement in the language domains.

- The thematic units provide visual support specific to the essential vocabulary to scaffold access to the program's social studies, science, and literary texts. In addition, each lesson offers suggestions for differentiated support, from substantial to light, based on the language acquisition of the students as outlined in each unit lesson in the Teacher's Resource System. Additional formative assessment questions are included for reflection based for the Entering/ Emerging, Developing/Expanding, and Bridging/ Reading stages of development.

- Students are provided with frequent practice opportunities to apply language skills in a wide variety of complex narrative and expository texts through the domains of reading, writing, listening, and speaking, in order to build content knowledge and develop comprehension strategies.

- The program promotes peer interactions and engages students in Think-Speak-Listen routines that encourage students to make connections beyond the text.

PROGRAM CHALLENGES

- While the program meets the expectations for a supplemental program for vocabulary and comprehension, it is intended specifically for English Learners. It may be challenging to find a program from the VDOE Approved Core Instructional Program Guide that needs to be supplemented only in these reading skill areas to meet the needs of students.

- The program requires 30 minutes of daily instructional time, designed to be delivered in two 15-minute sessions, five days/week.

- The fundamental purpose of the program is to build background and content knowledge, and units align to topics from the Benchmark Advance core instructional program which are outlined in the Vertical Progression of Knowledge-Building scope and sequence. While lessons provide exposure to a breadth of texts and topics, it will be challenging to align to the vocabulary and topics from a different core program which could diminish some of the program's effectiveness.

THE BOTTOM LINE

Express! is a supplemental English Language Development print and digital program for students in kindergarten through grade 5 that aims to teach English through content. Lessons build content knowledge and support language acquisition through exposure to a wide range of texts. The program aligns to topics from the Benchmark Advance (2022) core program, which is included on the VDOE Approved Core Instructional Program Guide.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations					
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

APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grade 1. This program also submitted for review for phonological and phonemic awareness in kindergarten, phonics in grades K-3, fluency in grades 1-5, and vocabulary and comprehension in 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

- I-Ready is an adaptive online program that is easy to implement in the classroom.
- Lessons include explicit instruction, multiple opportunities to practice skills with engaging activities, and embedded assessments.
- I-Ready Family Center and i-Ready Central have an abundance of resources available for teachers and families to learn how to use the program.

PROGRAM CHALLENGES

- The program is only approved in one area, rendering much of the program unacceptable for use for supplemental instruction in Virginia.
- There is no instruction on the way phonemes look and feel in the mouth.
- It is easy for students to disengage unless monitored by a teacher-- every time a student answers incorrectly, they are able to keep picking another answer until they get the question right.
- Since i-Ready is primarily an online program, students do not have the opportunity to engage in oral phonemic and phonological awareness activities.

THE BOTTOM LINE

I-Ready Reading is an adaptive, online program that is easy to implement within the classroom. However, since it is only approved for use in grade 1 phonological and phonemic awareness, the program cannot provide comprehensive supplemental instruction and resources.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations					
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	◯	◯	◯	◯	◯	◯
Developing Comprehension and Background Knowledge	◯	◯	◯	◯	◯	◯

⬤ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

hand2mind **Phonemic Awareness & Phonics Toolkit**
SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grade 1. This program also submitted for review for phonological and phonemic awareness in kindergarten and phonics in grades K-2 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 Toolkit provides systematic, explicit lessons that are scripted and easy to use. The online portal is easy to navigate.

- Lessons are engaging for students and elicit high levels of student involvement and immediate feedback from the teacher. Manipulatives are used throughout.

- Lessons provide guidance on how to differentiate for students who may need extra support and those who already understand the concepts.

PROGRAM CHALLENGES

- Materials provide limited guidance on how to use the included assessments to inform instruction and on how to provide feedback that may be helpful for students.

- Divisions will want to consider that each lesson in this program includes instruction in phonemic awareness and phonics but that the program is only approved to be used for phonemic awareness (and in grade 1 only).

THE BOTTOM LINE

Phonemic Awareness & Phonics Toolkit is a systematic and explicit program that can be used to enhance phonological and phonemic awareness instruction. It is easy to use and elicits high levels of student engagement. Teachers may need additional guidance on how to use the assessments to inform instruction and on types of feedback that would be most useful to students.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations		
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

Imagine Learning **Sonday System Essentials**
SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K and 1 and for phonics in grade 1. This program also submitted for review for phonics in kindergarten and 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

- Sonday System Essentials is a systematic phonics-based program with a substantial focus on spelling. It uses a fairly explicit teaching format with a predictable routine.

- Phonological awareness tasks include rhyming, blending, and segmenting before students move on to letter and sound instruction. As students learn more letters, they have multiple opportunities to read word lists, phrases, and decodable texts.

- Generally, each lesson follows the same procedures and requires students to read sounds, spell sounds, read words, and spell words.

- The program uses a strong multisensory approach to instruction and practice. Sounds and words being taught are reinforced through air writing, shaving cream, and tracing on desks while practicing the target skill.

PROGRAM CHALLENGES

- Though the program uses some simple scripts for each lesson, it lacks specific and consistent language for blending and segmenting words.

- Each grade level's appendix includes guidance on error corrections and best practices, but language for corrective feedback is not consistently embedded in the lessons.

- Lessons do not consistently reinforce that students should pull apart the two phonemes in a consonant blend when segmenting.

- Letter-sound instruction does not begin with high-utility letters. For example, /v/ and /z/ are taught before /g/, /f/, /r/, and /h/; the vowel pattern -*ay* is taught before short /u/; and *ee* is taught before short /e/.

- While the program includes Mastery Checks after every fifth lesson, these assessments are geared toward how well students received and understood the instruction; no further guidance is provided about how to use this data to determine differentiated, flexible groups.

THE BOTTOM LINE

Sonday System Essentials is a useful program for promoting proficiency in phonological awareness, phonemic awareness, phonics, and word study skills. It provides many opportunities to practice word and text reading, with a pronounced focus on spelling. The lesson format is simple and easy to follow, although the script does not always include the necessary language for in-the-moment corrections.

CRITERIA OVERVIEW

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

⬤ Approved for Use

◯ Not Approved for Use

N/A = Not Assessed in This Grade Level

APPROVED USE

This program is approved as a supplemental program for phonological and phonemic awareness in grades K-1, phonics in grades K-3, and fluency in grades 1-3. This program also submitted for review for vocabulary, comprehension, and writing in grades K-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

- This supplemental program provides additional instructional routines focused on phonemic awareness, phonics, and fluency and additional practice in a robust collection of high-interest decodable text.

- The instructional routines and teacher-friendly guides are systematic and explicit. Furthermore, they are easy to implement, and the digital tools and resources are intuitive to use.

PROGRAM CHALLENGES

- Divisions will want to consider implementing a consistent multisyllabic word attack strategy alongside this program to use across supplemental and core.

- Teachers may need specific guidance and direction to determine how and when this supplemental resource is used alongside a core instructional program.

THE BOTTOM LINE

Ready4Reading, Short Reads Decodables is focused on developing code-based reading skills. The program offers a rich array of decodable text and user-friendly instructional routines to give students additional instruction and practice in phonemic awareness, phonics, and fluency.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations		
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

Whole Phonics, **Reading Ready for Whole Phonics, Whole Phonics Readers and Workbooks, Level One**
SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for phonics in grade 1. This program also submitted for review for phonics in kindergarten and grade 2 and for fluency in grades 1-2 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

- Whole Phonics is easy to follow with a clear and concise Teacher Guide.
- The instructional routines are simple yet engaging for students and consistent throughout the program.
- Whole Phonics provides decodable books and activities, such as Word Building and Word Chaining, that can provide additional practice opportunities beyond a core instructional program.

PROGRAM CHALLENGES

- Teacher modeling is limited, and the lessons lack examples or guidance for teachers to provide feedback.

THE BOTTOM LINE

Whole Phonics is a supplemental program that includes high-quality decodable books and instructional routines that provide additional practice opportunities.

CRITERIA OVERVIEW

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

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

PROGRAM STRENGTHS

- The teacher manual, student materials, and assessments are easy to navigate and well-organized in the online portal, ensuring intuitive navigation of the program. Clarity is provided on how each lesson fits within the program, and a crosswalk connects lessons to core instruction and student needs.

- Systematic scope and sequences are provided for phonological awareness skills and for phonics and word study skills. New skills are introduced in a logical sequence that builds in complexity, and skills are explicitly taught through clear, replicable instructional routines.

- Mastery-based formative and summative assessments are embedded throughout the program, including frequent checks for understanding. These assessments assist teachers in making data-informed instructional decisions, highlighting students who need additional review and reinforcement.

PROGRAM CHALLENGES

- Divisions should note that in kindergarten, the program does not include instruction on how to pull apart the two phonemes when segmenting consonant blends. Instruction on segmenting individual sounds within consonant blends begins in grade 1.

- Divisions will want to consider that this program is approved for supplemental instruction in phonological and phonemic awareness K-1 and phonics K-3 only; this program cannot be used for supplemental instruction in any other component or grade level.

THE BOTTOM LINE

From Phonics to Reading offers clear evidence of a foundation in science-based reading research for supplemental phonological awareness instruction in grades K-1, as well as phonics and word study instruction in Grades K-3. Materials have been designed and organized in a user-friendly manner, including frequent opportunities for student practice and informative assessments to measure student progress and guide instruction.

CRITERIA OVERVIEW

Instructional Design	Meets Expectations
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

VIRGINIA DEPARTMENT OF EDUCATION