Supplemental Instructional Program Review Rubrics
Virginia Department of Education

Purpose: The Supplemental Instructional Program Review evaluates submissions for alignment with the indicators for high-quality literacy instructional materials. The VLP aims to develop a comprehensive and transparent process to review instructional programs resulting in a *Recommended Supplemental Instructional Program Guide* that will be submitted to the VDOE for VBOE approval, as required by the VLA. VLP, in collaboration with VDOE, has developed a process for this review, modeled on similar processes in other states. All reviews are conducted by Virginia educators and experts in literacy who receive extensive training and ongoing support. This process will also fulfill the requirements of Virginia's Textbook Review Process as indicated in § 22.1-238 et seq. to ensure local school boards may purchase materials aligned with Chapters 549 and 550, 2022 Acts of Assembly, through the Virginia Public Procurement Act exemption provided in § 22.1-241.

Definition of Supplemental Program: 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. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

Process: This review is a grade-specific, detailed evaluation of supplemental instructional programs for alignment with essential elements of science-based reading research (SBRR), as well as Virginia's SOLs. Providers submit materials and information for review including the Supplemental Review Worksheet and additional materials as outlined in the Submission Checklist. All programs that receive a rating of Meets Expectations, upon initial review or after appeal, will be included on VLP's *Recommended Supplemental Instructional Program Guide*, which will be submitted to the VDOE and the VBOE for final review and approval.

Supplemental Instructional Program Review

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 instruction program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

All supplemental programs must prove that their instructional materials would strengthen and enhance an approved core instructional program. Supplemental programs must also specify the literacy skill(s) and grade level(s) in which their program would provide students with additional support, practice, and instruction.

In the table below, declare which literacy skill(s) and grade level(s) the applicant's program would support.

Literacy Skills	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Phonological and Phonemic Awareness									
Phonics and Word Study									
Text Reading and Fluency									
Vocabulary									
Developing Comprehension and Background Knowledge									
Writing									

Program Use Case

For each literacy skill area selected, describe how your program would be used to strengthen a core instructional program it is supplementing.
- How would it enhance a core instructional program during whole class or small group instruction?
- How would it connect to the other literacy components not covered in the supplemental material?
- How would it provide students with additional support, practice, and instruction beyond what a core program provides?

Supplemental Instructional Program Review Rubric for Design & Usability

Supplemental Instructional Program: A supplemental program provides additional instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to evidence-based literacy instruction and science-based reading research. The supplemental program is used to enhance a core instruction program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

Rating Definitions: Reviewers will evaluate supplemental instructional programs based on the rubric below. Each indicator will be reviewed as "Meets Expectations" or "Does Not Meet Expectations" with evidence and/or comments to support the rating. Each indicator is worth one point. Reviewers summariz

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Indicators	Instructional Design	Meets / Does Not Meet	Notes and Evidence	Final Summary
1	**Non-negotiable:** Instruction and assessment tools support the **rubric definition** for a literacy supplemental program.			
2	**Non-negotiable:** Instruction and assessment tools within materials **do not require or encourage three-cueing** (students gaining meaning from print through semantic, syntactic or graphophonic cues); meaning, structure, and visual (MSV) cues; or approaches that rely on visual memory for word recognition.			
3	Materials provide research and/or evidence for alignment with science-based reading research.			
4	The supplemental program contains explicit and systematic instruction in a specific reading skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing).			
5	Materials regularly embed assessment opportunities that measure progress and inform instruction.			
6	Materials are designed to complement core instructional programs through additional support, practice, and/or instruction.			
	Subtotal (6 points max)	5		
Indicators	Usability and Support	Meets / Does Not Meet	Notes and Evidence	Final Summary
1	Materials are well-organized and easy to locate.			
2	Teacher editions are concise and easy to navigate with clear connections between teacher resources.			
3	The supplemental program can be reasonably implemented within school hours and with resources that are included or readily available in a typical school setting.			
4	The materials provide guidance about the amount of time a task might reasonably take.			
5	The program provides or indicates where school divisions and/or schools can access initial and ongoing professional development for teachers, aligned to the supplemental instructional program.			
6	The program provides clear methods to connect the supplemental resources and core programs through the use of either assessment, routines, teacher language, corrective feedback, or the like.			
7	The program provides guidance on how materials can be used with a core ELA curriculum.			
	Subtotal (7 points max)	5		

Supplemental Instructional Program Review Rubric for Phonological and Phonemic Awareness

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Indicators	Grades K-1: Phonological and Phonemic Awareness	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade K	Grade 1		
1	A detailed scope and sequence of phonological and phonemic awareness skills progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting phonemes).				
2	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice.				
3	Lessons include specific and precise teacher language for immediate and corrective feedback.				
4	Students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).				
5	Students analyze spoken words at the phoneme level, including segmenting individual phonemes.				
6	Movement and/or manipulatives are used to make sounds in words concrete.				
7	Instructional time is focused on high-priority skills such as isolating beginning phonemes, blending, and segmenting.				
8	Students are taught to pull apart the two phonemes in consonant blends when segmenting.				
9	Students spend time practicing to listen, identify, and produce the sounds at the phoneme level.				
10	The activities and materials are designed to elicit high levels of responding and engagement				
11	Program provides guidance on how to use assessment data (curriculum-embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.				
	Subtotal (11 points max)	11	11		

Supplemental Instructional Program Review Rubric for Phonics and Word Study

Supplemental Instructional Program: A supplemental program provides additional instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to evidence-based literacy instruction and science-based reading research. The supplemental program is used to enhance a core instruction program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

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Indicators	Grades K-1: Phonics and Word Study	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade K	Grade 1		
1	There is a detailed scope and sequence of phonics skills that progresses from simple letter sounds to more complex patterns.				
2	There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.				
3	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.				
4	Lessons include specific and precise teacher language for immediate and corrective feedback.				
5	Letter-sound instruction starts with high-utility letters (e.g., m, s, a, r, t).				
6	Letter-sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol.				
7	Easily confused letters, letter sounds and words (those that look or sound similar) are not taught in close sequence.				
8	A few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words.				
9	There is an explicit strategy for blending letter sounds into words.				
10	There are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words.				
11	Students are taught and practice how to encode regular words for which they know all letter sounds.				
12	There are sufficient practice opportunities with word lists, phrases, and decodable texts to build automaticity.				
13	Regular word types are introduced first (e.g., VC, CVC, CV).				
14	Irregularities are pointed out in high-utility words (e.g., have, I, said) while still focusing attention on the predictable letter-sound combinations.				
15	Irregular, high-utility words are introduced and practiced to automaticity.				
16	Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.				
17	There is cumulative review to build automaticity of known letter sound combinations and words.				
18	There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.				
19	Activities and materials are designed to elicit high levels of student response and engagement.				
20	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.				
	Subtotal (20 points max)	20	20		

Indicators	Grades 2-3: Phonics and Word Study	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 2	Grade 3		
1	There is a detailed scope and sequence of phonics patterns moves from simple word types, lengths, and complexities to more complex words, syllable types, and multisyllabic words.				

Indicators		Meets / Does Not Meet		Notes and Evidence	Final Summary

2	There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.				
3	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.				
4	Lessons include specific and precise teacher language for immediate and corrective feedback.				
5	Multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and/or morphological word parts to aid in word recognition.				
6	Larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.				
7	Instruction of similar, easily confused letter patterns are separated in time.				
8	There is an explicit strategy for reading multisyllabic words.				
9	Spelling is integrated with the phonics instruction.				
10	There are sufficient practice opportunities with word lists, phrases and decodable texts to build automaticity.				
11	Irregular, high-utility words are introduced (focusing attention on predictable letter-sound combinations) and practiced to automaticity.				
12	Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.				
13	There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.				
14	Activities and materials are designed to elicit high levels of student response and engagement.				
15	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.				
	Subtotal (15 points max)	15	15		

Indicators	Grades 4-5: Phonics and Word Study	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 4	Grade 5		
1	There is a detailed scope and sequence of advanced phonics and word analysis skills that moves from simpler word types, lengths, and complexities to more complex words, syllable types, morphological patterns, and/or multisyllabic words.				
2	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.				
3	Lessons include specific and precise teacher language for immediate and corrective feedback.				
4	Multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and/or morphological word parts to aid in word recognition.				
5	There is an explicit strategy for reading multisyllabic words.				
6	Spelling is integrated with word analysis instruction.				
7	There are sufficient practice opportunities with word lists, phrases, and texts that contain the word analysis elements to build automaticity.				
8	Irregular, high-utility words are introduced by focusing attention on both regular and irregular sound-letter combinations and practiced to automaticity.				
9	Activities and materials are designed to elicit high levels of student response and engagement.				
10	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.				
	Subtotal (10 points max)	10	10		

Indicators	Grades 6-8: Word Study and Analysis	Meets / Does Not Meet			Notes and Evidence	Final Summary
		Grade 6	Grade 7	Grade 8		

1	There is a detailed scope and sequence of advanced word analysis skills that moves from simpler word types, lengths, and complexities to more complex words, syllable types, and/or morphological patterns.				
2	New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.				
3	Lessons include specific and precise teacher language for immediate and corrective feedback.				
4	The reading and spelling of words are explicitly taught by integrating prior knowledge of the alphabetic principle, syllabication types, etymological influences, and/or high-utility morphological patterns to increase fluency of word recognition.				
5	Irregular, high-utility words are introduced by focusing attention on both regular and irregular sound-letter combinations and practiced to increase fluency of word recognition.				
6	There are sufficient practice opportunities with word lists, phrases, and texts that contain the word analysis elements to build automaticity.				
7	Activities and materials are designed to elicit high levels of student response and engagement.				
8	Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated, flexible groups, based on students' needs and progress.				
	Subtotal (8 points max)	8	8	8	

Supplemental Instructional Program Review Rubric for Text Reading and Fluency

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Indicators	Grades 1-3: Text Reading and Fluency	Meets / Does Not Meet			Notes and Evidence	Final Summary
		Grade 1	Grade 2	Grade 3		
1	Sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular words with taught patterns and irregular words.					
2	The texts students are asked to read independently include both controlled text that contains previously taught phonic elements and other rich, complex text accessible to the student.					
3	Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).					
4	There are sufficient numbers of controlled decodable text that align to the phonics scope and sequence available to allow students to practice to automaticity.					
5	Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.					
6	Program provides guidance on how to use assessment data (curriculum-embedded and/or alternatives) to differentiate oral reading fluency instruction based on students' needs and progress.					
	Subtotal (6 points max)	6	6	6		

Indicators	Grades 4-5: Text Reading and Fluency	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 4	Grade 5		
1	The texts students are asked to read independently include both controlled text that contains previously taught phonic elements and affixes and other rich, complex text accessible to the student.				
2	Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).				
3	There are sufficient numbers of controlled text that align to the morphology scope and sequence available to allow students to practice to automaticity.				
4	Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.				
5	Program provides guidance on how to use assessment data (curriculum-embedded and/or alternatives) to differentiate oral reading fluency instruction based on students' needs and progress.				
	Subtotal (5 points max)	5	5		

Indicators	Grades 6-8: Text Reading and Fluency	Meets / Does Not Meet			Notes and Evidence	Final Summary
		Grade 6	Grade 7	Grade 8		
1	Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).					
2	There are sufficient numbers of controlled text that align to the morphology scope and sequence available to allow students to practice to automaticity.					
3	Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students may be able to read on their own.					
4	Program provides guidance on how to use assessment data (curriculum-embedded and/or alternatives) to differentiate oral reading fluency instruction based on students' needs and progress.					
	Subtotal (4 points max)	4	4	4		

Supplemental Instructional Program Review Rubric for Vocabulary

Supplemental Instructional Program: A supplemental program provides additional instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to evidence-based literacy instruction and science-based reading research. The supplemental program is used to enhance a core instruction program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

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Indicators	Grades K-1: Vocabulary	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade K	Grade 1		
1	There is a detailed scope and sequence of vocabulary skills.				
2	Words selected for instruction are rich, high-utility words that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text and words from content area instruction.				
3	New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.				
4	Words that have been taught are repeated multiple times in a variety of contexts.				
5	New words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.				
6	There is cumulative review and practice of previously learned words.				
7	Students are exposed to a breadth of vocabulary words through high-quality text.				
8	Basic morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of base words, simple prefixes and suffixes (e.g. plural *s*, *ing*).				
9	Students are asked to demonstrate understanding of word meaning by using words in oral sentences.				
10	Activities and materials are designed to elicit high levels of response and engagement.				
	Subtotal (10 points max)	10	10		

Indicators	Grades 2-3: Vocabulary	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 2	Grade 3		
1	There is a detailed scope and sequence of vocabulary skills.				
2	Words selected for instruction are rich, high-utility words that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text and words from content area instruction.				
3	New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.				
4	Words that have been taught are repeated multiple times in a variety of contexts.				
5	New words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.				
6	Students are exposed to a breadth of vocabulary words through high-quality text.				
7	Basic morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of base words, simple prefixes and suffixes (e.g. plural s, ing).				
8	Students are asked to demonstrate understanding of word meaning by using words in oral and written sentences.				
9	Students are taught simple multiple meaning words and homophones.				
10	Students are taught to predict meaning using antonyms and synonyms, words in compound words, and prefixes and suffixes.				
11	Activities and materials are designed to elicit high levels of response and engagement.				
12	There is cumulative review and practice of previously learned words.				
	Subtotal (12 points max)	12	12		

Indicators	Grades 4-5: Vocabulary	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 4	Grade 5		
1	There is a detailed scope and sequence of vocabulary skills.				

Indicators					Notes and Evidence	Final Summary
2	Words selected for instruction are rich, high-utility words that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text and words from content area instruction.					
3	New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.					
4	Words that have been taught are repeated multiple times in a variety of contexts.					
5	New words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.					
6	Students are exposed to a breadth of vocabulary words through high-quality text.					
7	Advanced morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of Greek and Latin roots and affixes.					
8	Students are asked to demonstrate understanding of word meaning by using words in oral and written sentences.					
9	Students are taught more complex multiple meaning words and homophones.					
10	Students are taught to predict meaning using antonyms and synonyms, roots, and prefixes and suffixes.					
11	Activities and materials are designed to elicit high levels of response and engagement.					
12	There is cumulative review and practice of previously learned words.					
	Subtotal (12 points max)	12	12			

Indicators	Grades 6-8: Vocabulary	Meets / Does Not Meet			Notes and Evidence	Final Summary
		Grade 6	Grade 7	Grade 8		
1	There is a detailed scope and sequence of vocabulary skills.					
2	Words selected for instruction are rich, high-utility words that will appear in conversation and literature, as well as from texts in the program: words that must be learned to understand a concept or text and words from content area instruction.					
3	New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.					
4	Words that have been taught are repeated multiple times in a variety of contexts.					
5	New words are integrated into example sentences, and students are prompted to use the new words in sentences in oral and written responses.					
6	Students are exposed to a breadth of vocabulary words through high-quality text.					
7	Advanced morphemic analysis and etymology is taught explicitly and systematically to support the development of word meaning through knowledge of word origin and Greek and Latin roots.					
8	Students are asked to demonstrate understanding of word meaning by using words in oral and written sentences.					
9	Students are taught to predict meaning using morphology.					
10	Activities and materials are designed to elicit high levels of response and engagement.					
11	There is cumulative review and practice of previously learned words.					
	Subtotal (11 points max)	11	11	11		

Supplemental Instructional Program Review Rubric for Developing Comprehension and Background Knowledge

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Indicators	Grades K-1: Developing Comprehension and Background Knowledge	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade K	Grade 1		
1	There is a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.				
2	Narrative story structure is modeled with multiple examples and opportunities for practice.				
3	Students are explicitly taught to do an oral retelling of events or stories that were read to them.				
4	The use of informational text structure is modeled with multiple examples and opportunities for practice.				
5	There are multiple opportunities to listen to narrative and expository text forms and engage in interactive discussion of the meanings of text.				
6	Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building toward a deeper understanding.				
7	High-utility words are pre-selected and explicitly taught before, during or after a read-aloud.				
8	A purpose is set for each reading of each text.				
9	The text selections include guiding questions to ask while reading aloud.				
10	Guiding questions move thinking from literal to deep and require inference-making.				
11	The materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.				
12	The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.				
13	High-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high-quality literature and text.				
14	The program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.				
15	Program provides guidance for teachers on how to scaffold students' discussion of complex text.				
16	Previously taught content, skills, and strategies are connected with new content and texts.				
17	Activities and materials are designed to elicit high levels of response and engagement.				
	Subtotal (17 points max)	17	17		

Indicators	Grades 2-3: Developing Comprehension and Background Knowledge	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 2	Grade 3		
1	There is a clear scope and sequence that guides comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.				
2	Narrative story structure is modeled with multiple examples and opportunities for practice.				

Indicators		Meets / Does Not Meet		Notes and Evidence	Final Summary
3	There is explicit instruction in text structure, including using text structure as a tool for organizing information. A variety of structures are modeled with multiple examples.				
4	There are multiple opportunities to listen to and read narrative and expository text forms and engage in interactive discussion of the meanings of text.				
5	Lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts.				
6	Lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.				
7	Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building toward a deeper understanding.				
8	High-utility words are pre-selected and explicitly taught before, during, or after a read-aloud.				
9	A purpose is set for each reading of each text.				
10	The text selections include guiding questions to ask while reading aloud.				
11	Guiding questions move thinking from literal to deep and require inference-making.				
12	A coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking and listening.				
13	The materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.				
14	The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.				
15	High-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high-quality literature and text.				
16	The program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.				
17	Program provides guidance for teachers on how to scaffold students' reading and discussion of complex text.				
18	Previously taught content, skills, and strategies are connected with new content and texts.				
19	Activities and materials are designed to elicit high levels of response and engagement.				
20	Differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.				
	Subtotal (20 points max)	20	20		

Indicators	Grades 4-5: Developing Comprehension and Background Knowledge	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 4	Grade 5		
1	There is a clear scope and sequence that guides comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.				
2	Narrative story structure is modeled with multiple examples and opportunities for practice.				
3	There is explicit instruction in text structure, including using text structure as a tool for organizing information. A variety of structures are modeled with multiple examples.				
4	There are multiple opportunities to listen to and read narrative and expository text forms and engage in interactive discussion of the meanings of text.				
5	Lessons include explicit instruction in analyzing elements of narrative and expository texts and comparing and contrasting elements within and among texts of the same and different genre.				
6	Lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.				
7	Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building toward a deeper understanding.				

		Meets / Does Not Meet			Notes and Evidence	Final Summary
8	High-utility words are pre-selected and explicitly taught before, during or after a read-aloud.					
9	A purpose is set for each reading of each text.					
10	The text selections include guiding questions to ask while reading aloud.					
11	Guiding questions move thinking from literal to deep and require inference-making.					
12	A coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking and listening.					
13	The materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.					
14	The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.					
15	High-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high-quality literature and text.					
16	The program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.					
17	Program provides guidance for teachers on how to scaffold students' reading and discussion of complex text.					
18	Previously taught content, skills, and strategies are connected with new content and texts.					
19	Activities and materials are designed to elicit high levels of response and engagement.					
20	Differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.					
	Subtotal (20 points max)	20	20			

Indicators	Grades 6-8: Developing Comprehension and Background Knowledge	Meets / Does Not Meet			Notes and Evidence	Final Summary
		Grade 6	Grade 7	Grade 8		
1	There is a clear scope and sequence that guides listening comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.					
2	Narrative story structure is modeled with multiple examples and opportunities for practice.					
3	There is explicit instruction in text structure, including using text structure as a tool for organizing information. A variety of structures are modeled with multiple examples.					
4	There are multiple opportunities to listen to and read narrative and expository text forms and engage in interactive discussion of the meanings of text.					
5	Lessons include explicit instruction in analyzing elements of narrative and expository texts and comparing and contrasting elements within and among texts of the same and different genre.					
6	Lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, information from graphs and charts to locate important information.					
7	Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building toward a deeper understanding.					
8	High-utility words are pre-selected and explicitly taught before, during or after a read-aloud.					
9	A purpose is set for each reading of each text.					
10	The text selections include guiding questions to ask while reading aloud.					
11	Guiding questions move thinking from literal to deep and require inference making.					
12	A coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, structure) and apply their knowledge and skills in reading, writing, speaking and listening.					
13	The materials provide a coherent sequence or collection of connected texts that consistently build vocabulary knowledge and knowledge about themes with connected topics and ideas.					
14	The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.					

15	High-utility comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher and practiced by the students through interactive read aloud of high-quality literature and text.				
16	The program includes a wide variety of high-quality fiction and nonfiction text with diverse and relatable experiences and characters that are developmentally appropriate for the grade level for all students.				
17	Program provides guidance for teachers on how to scaffold students' reading and discussion of complex text.				
18	Previously taught content, skills, and strategies are connected with new content and texts.				
19	Activities and materials are designed to elicit high levels of response and engagement.				
20	Differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.				
	Subtotal (20 points max)	20	20	20	

Supplemental Instructional Program Review Rubric for Writing

Supplemental Instructional Program: A supplemental program provides additional instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to evidence-based literacy instruction and science-based reading research. The supplemental program is used to enhance a core instruction program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.

Rating Definitions: Reviewers will evaluate supplemental instructional programs based on the rubric below. Each indicator will be reviewed as "Meets Expectations" or "Does Not Meet Expectations" with evidence and/or comments to support the rating. Each indicator is worth one point. Reviewers summarize ratings on the Supplemental Program Summary Tab.

Meets Expectations: Indicates the program meets the standard for the indicator based on instructional materials and other evidence submitted by the provider.

Does Not Meet Expectations: Indicates the program does not meet the standard for the indicator (limited or no evidence) based on instructional materials and other evidence submitted by the provider.

Indicators	Grades K-1: Writing	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade K	Grade 1		
1	Program includes explicit handwriting instruction in letter formation.				
2	Program includes a wide range of authentic writing opportunities.				
3	Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.				
4	Program includes explicit instruction in idea generation and oral storytelling that leads to narrative composition.				
5	Program includes explicit instruction in idea generation and oral rehearsal that leads to expository composition.				
6	Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.).				
7	Program includes opportunities to write in multiple genres for different purposes.				
	Subtotal (7 points max)	7	7		

Indicators	Grades 2-3: Writing	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 2	Grade 3		
1	Program includes a wide range of authentic writing opportunities.				
2	Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.				
3	Program includes explicit instruction in idea generation and planning that leads to narrative composition.				
4	Program includes explicit instruction in idea generation and planning that leads to expository composition.				
5	Program includes explicit instruction in grade-level appropriate skills (e.g., grammar).				
6	Program includes opportunities to write in multiple genres for different purposes.				
	Subtotal (6 points max)	6	6		

Indicators	Grades 4-5: Writing	Meets / Does Not Meet		Notes and Evidence	Final Summary
		Grade 4	Grade 5		
1	Program includes a wide range of authentic writing opportunities.				
2	Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.				

Indicators		Meets / Does Not Meet			Notes and Evidence	Final Summary
3	Program includes explicit instruction in idea generation and planning that leads to narrative composition.					
4	Program includes explicit instruction in idea generation and planning that leads to expository composition.					
5	Program includes explicit instruction in grade-level appropriate skills (e.g., grammar).					
6	Program includes opportunities to write in multiple genres for different purposes.					
	Subtotal (6 points max)	6	6			

Indicators	Grades 6-8: Writing	Meets / Does Not Meet			Notes and Evidence	Final Summary
		Grade 6	Grade 7	Grade 8		
1	Program includes a wide range of authentic writing opportunities.					
2	Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.					
3	Program includes explicit instruction in idea generation and planning that leads to narrative composition.					
4	Program includes explicit instruction in idea generation and planning that leads to expository composition.					
5	Program includes explicit instruction in grade-level appropriate skills (e.g., grammar).					
6	Program includes opportunities to write in multiple genres for different purposes.					
	Subtotal (6 points max)	6	6	6		

Supplemental Instructional Program Ratings Summary

Virginia review teams summarize Supplemental Instructional Programming Reviews on this summary tab. Supplemental instructional programs must receive a rating of "Meets Expectations" in a specific literacy skill in a specific grade level AND "Meets Expectations" in Instructional Design, Usability and Support to be approved to be included in the Recommended Supplemental Instructional Program Guide that will be sent to the Virginia Department of Education and the Virginia Board of Education for review and approval. All supplemental instructional material reviews are done by literacy skill *and* grade level.

Supplemental Instructional Program Review Standard: The supplemental instructional program must receive a rating of "Meets Expectations" in an individual grade level and literacy skill, as well as in Instructional Design, Usability and Support, to be included in the Recommended Supplemental Instructional Program Guide. Each literacy skill at each grade level will be reviewed individually.

Meets Expectations:
- The specific literacy skill at the specific grade level receives a rating of "Meets Expectations." AND
- The supplemental instructional program "Meets Expectations" in Instructional Design, Usability and Support.

Does Not Meet Expectations:
- The specific literacy skill at the specific grade level receives a rating of "Partially Meets Expectations" or 'Does Not Meet Expectations."
- The supplemental instructional program "Partially Meets Expectations" or "Does Not Meet Expectations" in Instructional Design, Usability and Support

Instructional Design, Usability and Support

Section	Score	Total Available	Criteria	Overall Rating
Instructional Design		out of 6 points	8 - 13 points = Meets Expectations * 6 - 7 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
Usability and Support		out of 7 points	* To meet expectations, the supplemental program must earn **8 out of 13** possible points in this section **INCLUDING** the non-negotiable indicators under Instructional Design.	

Phonological and Phonemic Awareness

Grade Level	Score	Total Available	Criteria	Grade Level Rating
Kindergarten		out of 11 points	9 - 11 points = Meets Expectations 7 - 8 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	
1st Grade		out of 11 points	9 - 11 points = Meets Expectations 7 - 8 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	

Phonics and Word Study

Grade Level	Score	Total Available	Criteria	Grade Level Rating
Kindergarten		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	
1st Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	

Grade Level	Score	Total Available	Criteria	Grade Level Rating
2nd Grade		out of 15 points	12 - 15 points = Meets Expectations 7 - 11 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	
3rd Grade		out of 15 points	12 - 15 points = Meets Expectations 7 - 11 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	
4th Grade		out of 10 points	8 - 10 points = Meets Expectations 6 - 7 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
5th Grade		out of 10 points	8 - 10 points = Meets Expectations 6 - 7 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
6th Grade		out of 8 points	7 - 8 points = Meets Expectations 5 - 6 points = Partially Meets Expectations 0 - 4 points = Does Not Meet Expectations	
7th Grade		out of 8 points	7 - 8 points = Meets Expectations 5 - 6 points = Partially Meets Expectations 0 - 4 points = Does Not Meet Expectations	
8th Grade		out of 8 points	7 - 8 points = Meets Expectations 5 - 6 points = Partially Meets Expectations 0 - 4 points = Does Not Meet Expectations	

Text Reading and Fluency

Grade Level	Score	Total Available	Criteria	Grade Level Rating
1st Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
2nd Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
3rd Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
4th Grade		out of 5 points	4 - 5 points = Meets Expectations 2 - 3 points = Partially Meets Expectations 0 - 1 points = Does Not Meet Expectations	
5th Grade		out of 5 points	4 - 5 points = Meets Expectations 2 - 3 points = Partially Meets Expectations 0 - 1 points = Does Not Meet Expectations	
6th Grade		out of 4 points	3 - 4 points = Meets Expectations 1 - 2 points = Partially Meets Expectations 0 points = Does Not Meet Expectations	
7th Grade		out of 4 points	3 - 4 points = Meets Expectations 1 - 2 points = Partially Meets Expectations 0 points = Does Not Meet Expectations	

Grade Level	Score	Total Available	Criteria	Grade Level Rating
8th Grade		out of 4 points	3 - 4 points = Meets Expectations 1 - 2 points = Partially Meets Expectations 0 points = Does Not Meet Expectations	

Vocabulary				
Grade Level	**Score**	**Total Available**	**Criteria**	**Grade Level Rating**
Kindergarten		out of 10 points	8 - 10 points = Meets Expectations 6 - 7 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
1st Grade		out of 10 points	8 - 10 points = Meets Expectations 6 - 7 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
2nd Grade		out of 12 points	10 - 12 points = Meets Expectations 6 - 9 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
3rd Grade		out of 12 points	10 - 12 points = Meets Expectations 6 - 9 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
4th Grade		out of 12 points	10 - 12 points = Meets Expectations 6 - 9 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
5th Grade		out of 12 points	10 - 12 points = Meets Expectations 6 - 9 points = Partially Meets Expectations 0 - 5 points = Does Not Meet Expectations	
6th Grade		out of 11 points	9 - 11 points = Meets Expectations 7 - 8 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	
7th Grade		out of 11 points	9 - 11 points = Meets Expectations 7 - 8 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	
8th Grade		out of 11 points	9 - 11 points = Meets Expectations 7 - 8 points = Partially Meets Expectations 0 - 6 points = Does Not Meet Expectations	

Developing Comprehension and Background Knowledge				
Grade Level	**Score**	**Total Available**	**Criteria**	**Grade Level Rating**
Kindergarten		out of 17 points	14 - 17 points = Meets Expectations 9 - 13 points = Partially Meets Expectations 0 - 8 points = Does Not Meet Expectations	
1st Grade		out of 17 points	14 - 17 points = Meets Expectations 9 - 13 points = Partially Meets Expectations 0 - 8 points = Does Not Meet Expectations	
2nd Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	

Grade Level	Score	Total Available	Criteria	Grade Level Rating
3rd Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	
4th Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	
5th Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	
6th Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	
7th Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	
8th Grade		out of 20 points	16 - 20 points = Meets Expectations 12 - 15 points = Partially Meets Expectations 0 - 11 points = Does Not Meet Expectations	

Writing				
Grade Level	**Score**	**Total Available**	**Criteria**	**Grade Level Rating**
Kindergarten		out of 7 points	6 - 7 points = Meets Expectations 4 - 5 points = Partially Meets Expectations 0 - 3 points = Does Not Meet Expectations	
1st Grade		out of 7 points	6 - 7 points = Meets Expectations 4 - 5 points = Partially Meets Expectations 0 - 3 points = Does Not Meet Expectations	
2nd Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
3rd Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
4th Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
5th Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
6th Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	
7th Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	

8th Grade		out of 6 points	5 - 6 points = Meets Expectations 3 - 4 points = Partially Meets Expectations 0 - 2 points = Does Not Meet Expectations	