

Phase II: In-Depth Program Review Kindergarten


1
Page 1

2
Page 2

3
Page 3

4
Page 4

5
Preview

6 
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Submission Information

Name of Provider *

Product Title and Edition *

Publication Year *

First Name of Contact Person for Notification of Review Decision *

Last Name of Contact Person for Notification of Review Decision *

Email *

Telephone *

Address *

Address 2

City/Town *

State/Province *

ZIP/Postal Code *

VA Locations Where Product and Edition is Currently Being Used *

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

Provider Webpage *

Product Webpage *

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

Instructional Focus

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

Phonological Awareness *

Phonics *

Vocabulary *

Comprehension *

Fluency *

SAVE DRAFT

NEXT

Phase II: In-Depth Program Review Kindergarten

1	2	3	4	5	6
Page 1	Page 2	Page 3	Page 4	Preview	Complete

Indicates required field

Kindergarten

Phase II Worksheet: Science-Based or Evidence-Based Reading Programs

*This worksheet must be completed for **each grade level of each program** submitted for review.*

CRITERION 1: Phonological and Phonemic Awareness

Indicator

Evidence

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).

1.2 New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice.

1.3 Lessons include specific and precise teacher language for immediate and corrective feedback.

1.4 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).

1.5 Students analyze spoken words at the phoneme level, including segmenting individual phonemes.

1.6 Movement and/or manipulatives are used to make sounds in words concrete.

1.7 Instructional time is focused on high-priority skills such as isolating beginning phonemes, blending, and segmenting.

1.8 Students are taught to pull apart the two phonemes in consonant blends when segmenting.

1.9 Students spend time practicing to listen, identify, and produce the sounds at the phoneme level.

1.10 The activities and materials are designed to elicit high levels of responding and engagement

1.11 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.

Comments

CRITERION 2: Phonics and Word Study

2.1 There is a detailed scope and sequence of phonics skills that progresses from simple letter-sounds to more complex patterns.

2.2 There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.

2.3 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 the new skill with teacher feedback.

2.4 Lessons include specific and precise teacher language for immediate and corrective feedback.

2.5 Letter-sound instruction starts with high-utility letters (i.e., m, s, a, r, t).

2.6 Letter-sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol.

2.7 Easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence.

2.8 A few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words.

2.9 There is an explicit strategy for blending letter sounds into words.

2.10 There are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words.

2.11 Students are taught and practice how to encode regular words for which they know all letter sounds.

2.12 There are sufficient practice opportunities with word lists, phrases and decodable texts to build automaticity.

2.13 Regular word types are introduced first (e.g., VC, CVC, CV).

2.14 Irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations.

2.15 Irregular, high-utility words are introduced and practiced to automaticity.

2.16 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.

2.17 There is cumulative review to build automaticity of known letter-sound combinations and words.

2.18 There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.

2.19 Activities and materials are designed to elicit high levels of student response and engagement.

2.20 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.

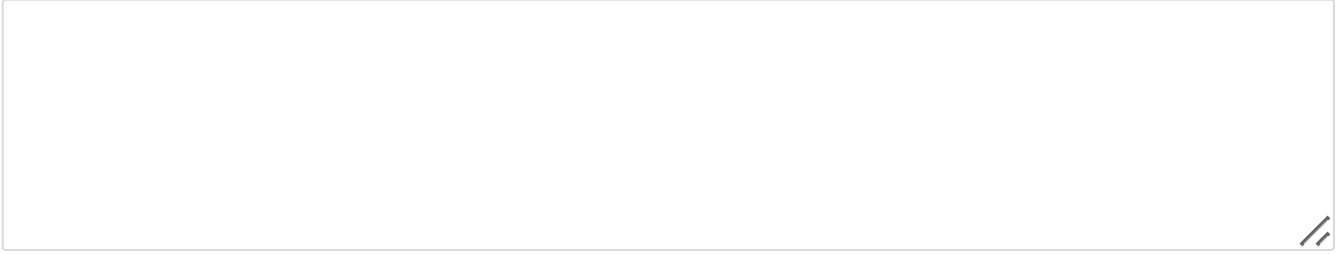
Comments

CRITERION 3: Vocabulary

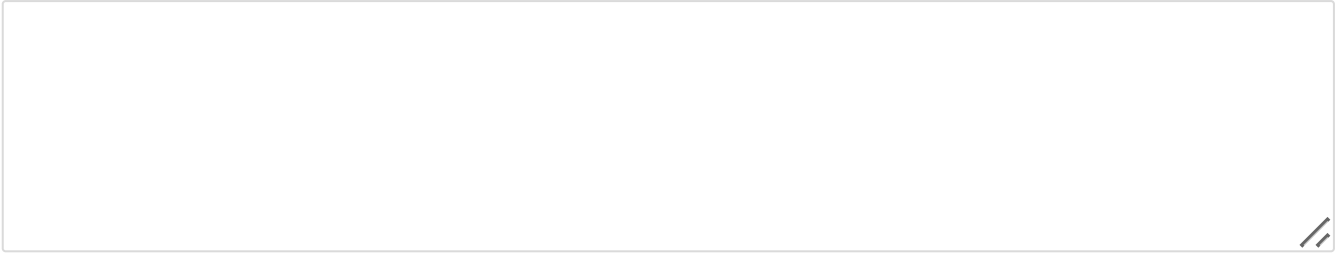
3.1 There is a detailed scope and sequence of vocabulary skills.

3.2 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.

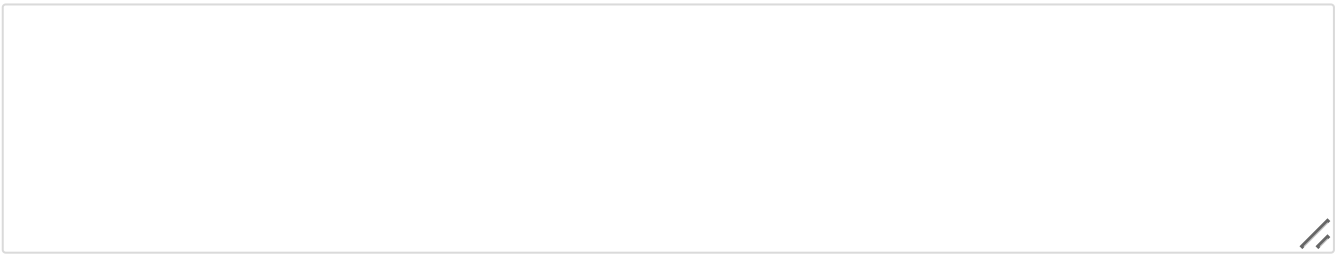
3.3 New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.



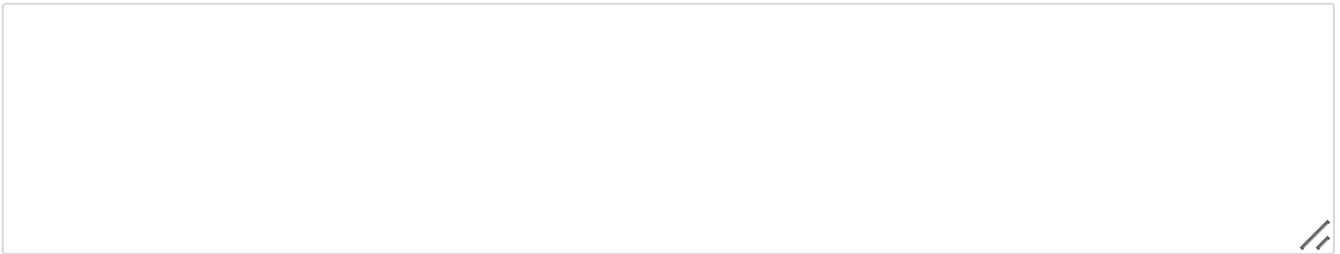
3.4 Words that have been taught are repeated multiple times in a variety of contexts.



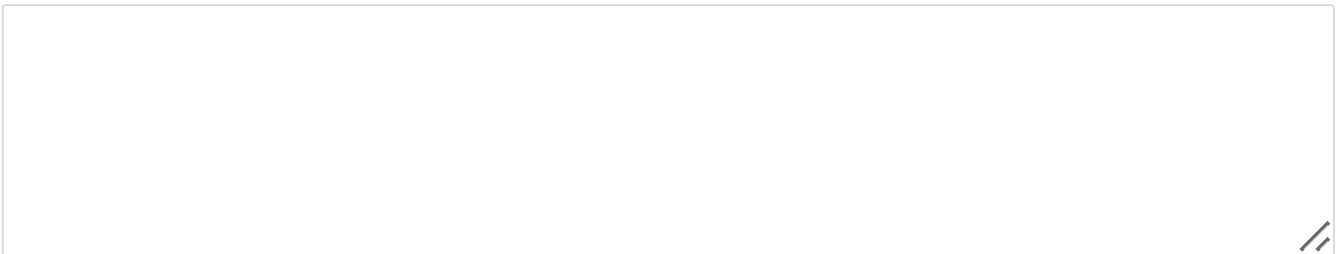
3.5 New words are integrated into example sentences and students are prompted to use the new words in sentences in oral and written responses.



3.6 There is cumulative review and practice of previously learned words.



3.7 Students are exposed to a breadth of vocabulary words through high-quality text.



3.8 Activities and materials are designed to elicit high levels of response and engagement.

Comments

CRITERION 4: Developing Comprehension and Background Knowledge

4.1 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.

4.2 Students are explicitly taught to do an oral retelling of events or stories that were read to them.

4.3 Narrative story structure (e.g., beginning, middle, end) is modeled with multiple examples.

4.4 The use of informational text structure is modeled with multiple examples.

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4.5 High-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.

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4.6 Comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text.

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4.7 The text selections include guiding questions to ask while reading aloud.

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4.8 When students and teachers engage in a read-aloud, the program established a purpose for reading.

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4.9 The program includes a wide variety of fiction and nonfiction high-quality text with relatable experiences that are developmentally appropriate for the grade level for all students.

4.10 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.

4.11 Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

4.12 The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.

4.13 Activities and materials are designed to elicit high levels of response and engagement.

Comments

CRITERION 5: Small Group Instruction and Independent Practice

5.1 Program provides small group explicit, systematic, and cumulative lessons that instruct on foundational skills.

5.2 Program provides extension ideas to be used for independent practice.

5.3 Program provides teacher guidance regarding independent student practice activities to be implemented when teacher is engaged in small group instruction.

5.4 Program provides guidance on the composition of flexible small groups based on data.

Comments

CRITERION 6: Writing

6.1 Program includes a wide range of authentic writing opportunities.

6.2 Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.

6.3 Program includes explicit handwriting instruction in letter formation.

6.4 Program includes explicit instruction in idea generation and oral storytelling, that leads to narrative composition.

6.5 Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.).

6.6 Program includes opportunities to write in multiple genres for different purposes.

Comments

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PREVIOUS

NEXT

Phase II: In-Depth Program Review Kindergarten

1	2	3	4	5	6
Page 1	Page 2	Page 3	Page 4	Preview	Complete

Indicates required field

Supporting Documents

Essential Program Components

Please fill out all 3 textboxes below to fulfill the Essential Program Components requirement.

- 1. Provide a bulleted list of the essential program components (program materials) necessary to ensure effective results and improve outcomes when implemented as demonstrated.**

- 2. Provide a description of how components (program materials) are sold (e.g., as an all-inclusive-kit, ala carte/individually etc.).**

- 3. Provide information about the PD materials for teacher implementation.**

Instructional Materials

Please provide a link to your Instructional Materials. For Phase II, please remember that reviewers need access to all teacher and student materials.

Instructional Materials URL *

Login Information (if required)

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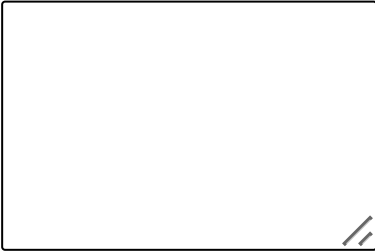
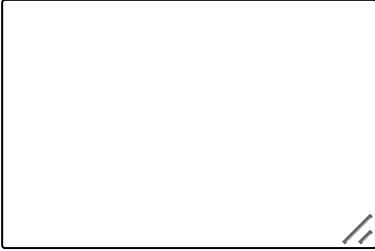
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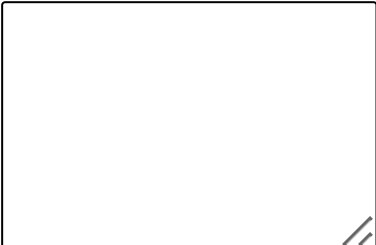



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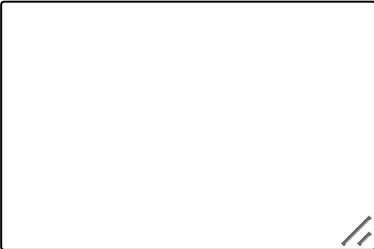



Phase II: In-Depth Program Review Kindergarten

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Assurance of Accessibility Standards

Standard (check all that apply)	Comment or Explanation	Organization That Maintains the Standard
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<input type="checkbox"/> Accessible Course within an Open Learning Management System (LMS)		Moodle
<input type="checkbox"/> Accessible Course within another Learning Management System (LMS)		LMS Provider

<input type="checkbox"/> Available in an accessible media format and includes alternative text or subtitles		Provider
<input type="checkbox"/> Includes alternative text (image)		Provider
<input type="checkbox"/> Includes captions and subtitles (video)		Provider
<input type="checkbox"/> Includes flash accessibility functions (SWF)		Adobe
<input type="checkbox"/> Includes functionality that provides accessibility		Provider
<input type="checkbox"/> Complies with W3C Recommendations for web page		Evaluating Web Accessibility. Overview Web Accessibility Initiative (WAI) W3C

<input type="checkbox"/> Is a 508 compliant website		<u>U. S. Government</u>
<input type="checkbox"/> Available in the National Accessible Instructional Materials Standard (NIMAS) Format - Accessible XML		<u>NIMAC</u>
<input type="checkbox"/> Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web, and Multimedia		<u>National Center for Accessible Media</u>
<input type="checkbox"/> Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blu-ray Disk, materials comply with production standards		ITA Standards DVD Forum Specification UDF 2.5 Blu-ray Disk Association

Accessibility Assurances Signature *

Please type your full first and last name below to act as your signature confirming that the Accessibility Assurances is complete.

I understand the VLA Requirements. *

I agree to the Terms of Service. *

For questions, please contact: VLP-VLA@virginia.edu

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PREVIOUS

PREVIEW

Phase II: In-Depth Program Review First Grade

1
Page 1

2
Page 2

3
Page 3

4
Page 4

5
Preview

6
Complete

Submission Information

Name of Provider *

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Email *

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Address 2

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Instructional Focus

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

Phonological Awareness *

Phonics *

Vocabulary *

Comprehension *

Fluency *

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NEXT

Phase II: In-Depth Program Review First Grade

1	2	3	4	5	6
Page 1	Page 2	Page 3	Page 4	Preview	Complete

First Grade

Phase II Worksheet: Science-Based or Evidence-Based Reading Programs

*This worksheet must be completed for **each grade level of each program** submitted for review.*

CRITERION 1: Phonological and Phonemic Awareness

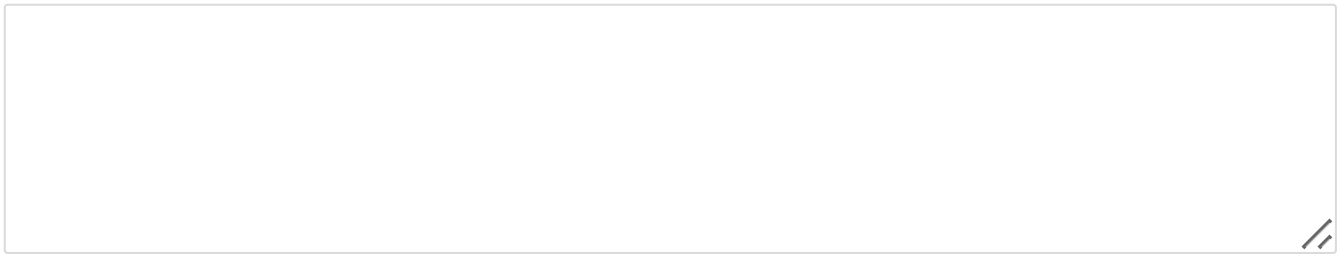
Indicator

Evidence

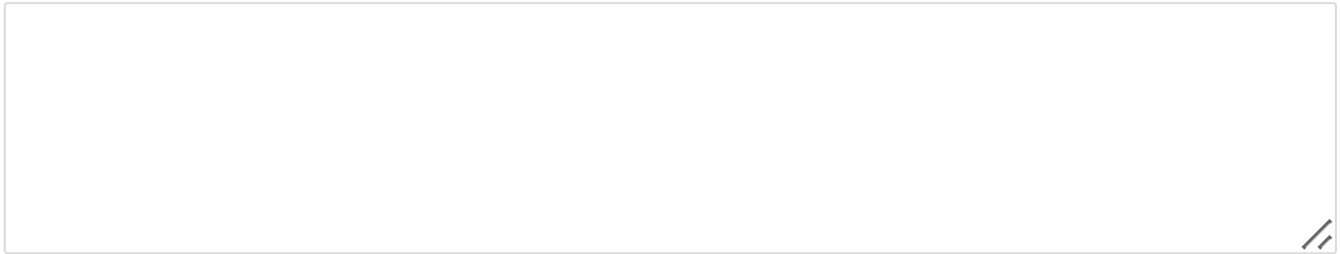
1.1 A detailed scope and sequence of phonological and phonemic awareness skills progresses from easier (e.g., blending compound words or segmenting onset-rime) to more difficult (e.g., segmenting phonemes).

1.2 New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, students are given opportunity to practice.

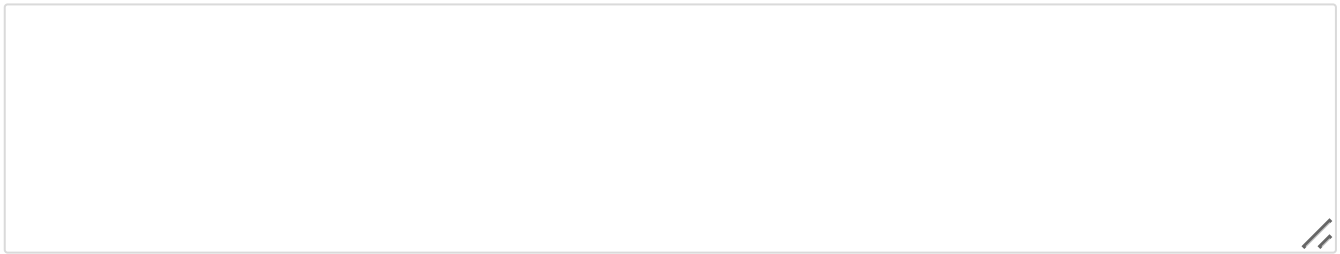
1.3 Lessons include specific and precise teacher language for immediate and corrective feedback.



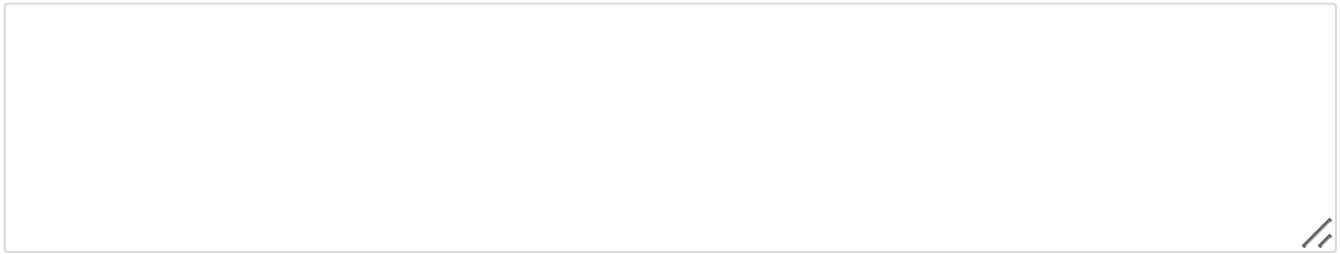
1.4 Students are taught strategies to demonstrate and practice how sounds are connected to letters (e.g. phoneme-grapheme mapping, working toward understanding of the alphabetic principle).



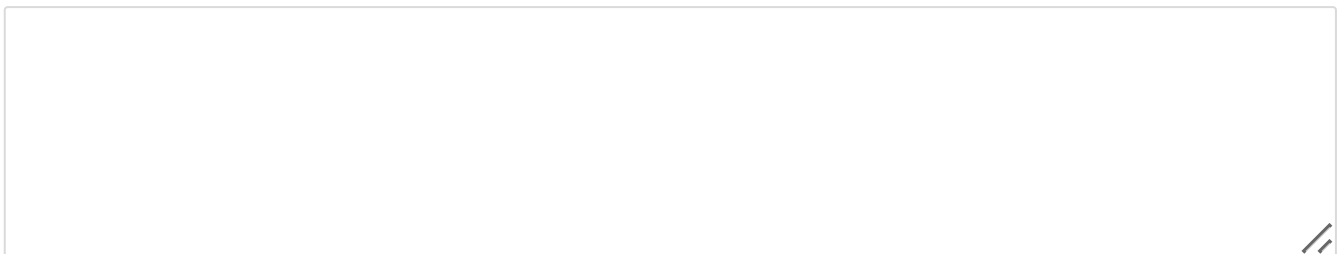
1.5 Students analyze spoken words at the phoneme level, including segmenting individual phonemes.



1.6 Movement and/or manipulatives are used to make sounds in words concrete.



1.7 Instructional time is focused on high-priority skills such as isolating beginning phonemes, blending, and segmenting.



1.8 Students are taught to pull apart the two phonemes in consonant blends when segmenting.

1.9 Students spend time practicing to listen, identify and produce the sounds at the phoneme level.

1.10 The activities and materials are designed to elicit high levels of responding and engagement.

1.11 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.

Comments

CRITERION 2: Phonics and Word Study

2.1 There is a detailed scope and sequence of phonics skills that progresses from simple letter-sounds to more complex patterns.

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2.2 There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.

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2.3 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 the new skill with teacher feedback.

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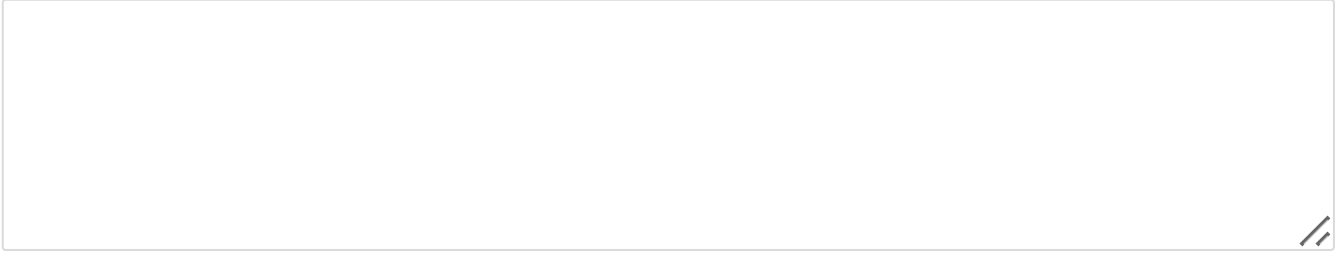
2.4 Lessons include specific and precise teacher language for immediate and corrective feedback.

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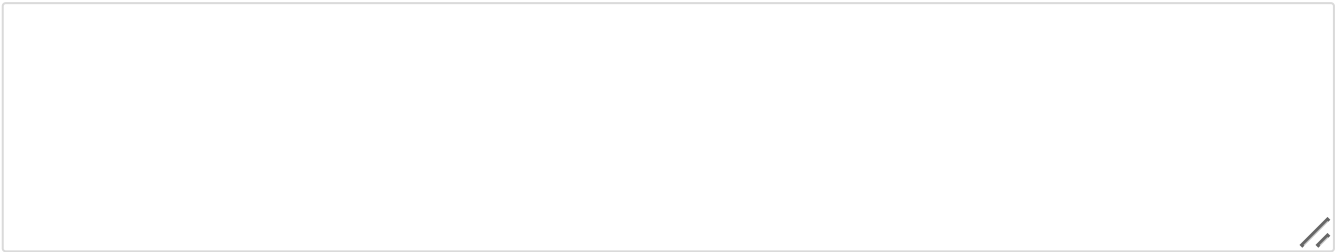
2.5 Letter-sound instruction starts with high-utility letters (i.e., m, s, a, r, t).

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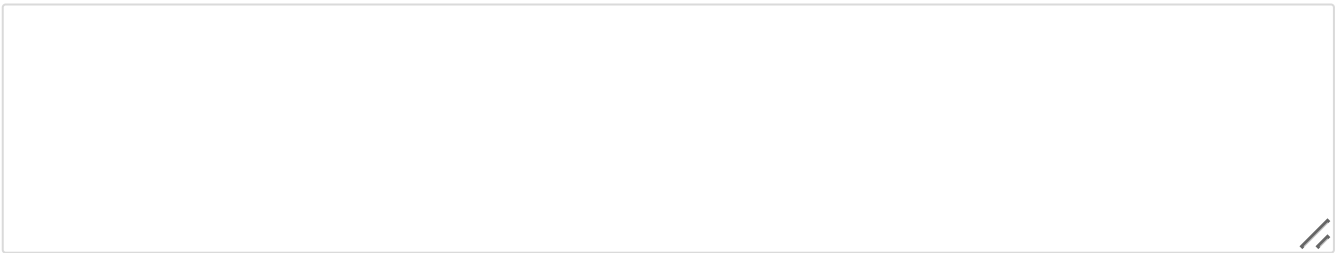
2.6 Letter-sound instruction integrates the letter name, sound, and explicitly and systematically how to write the symbol.



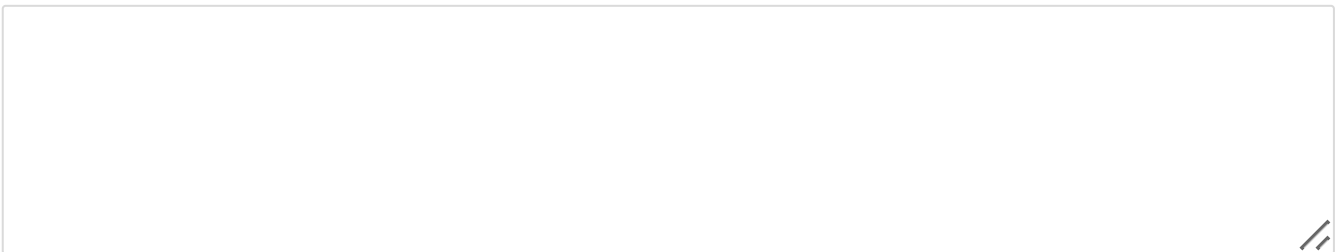
2.7 Easily confused letters, letter-sounds and words (those that look or sound similar) are not taught in close sequence.



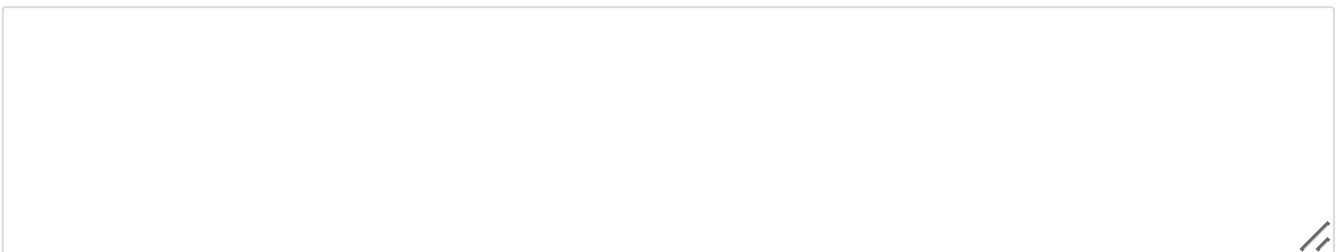
2.8 A few short vowel letter-sounds are taught early so students can blend VC and CVC patterns to read and write words.



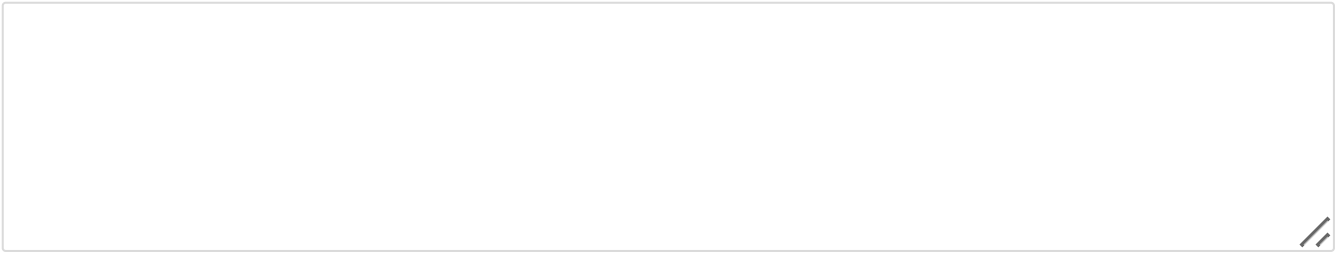
2.9 There is an explicit strategy for blending letter sounds into words.



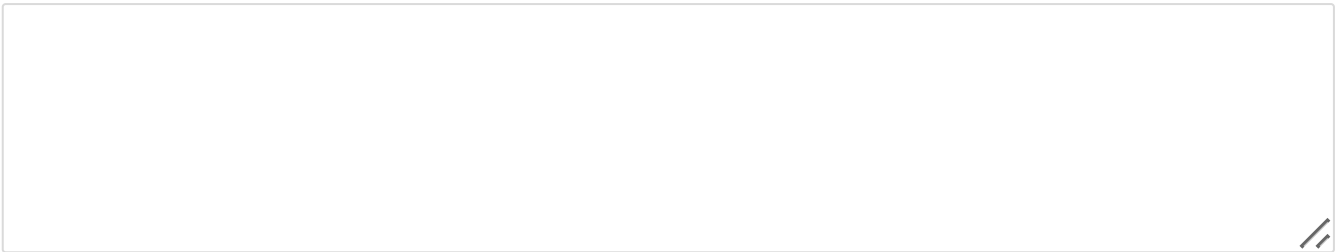
2.10 There are multiple opportunities to practice blending letter sounds for the purpose of reading and writing words.



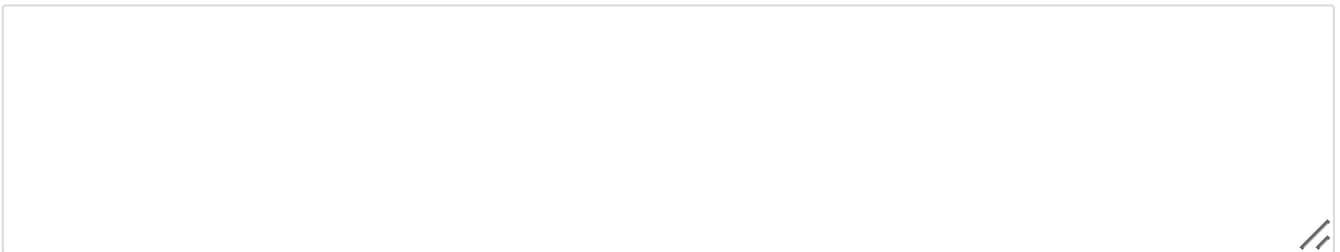
2.11 Students are taught and practice how to encode regular words for which they know all letter sounds.



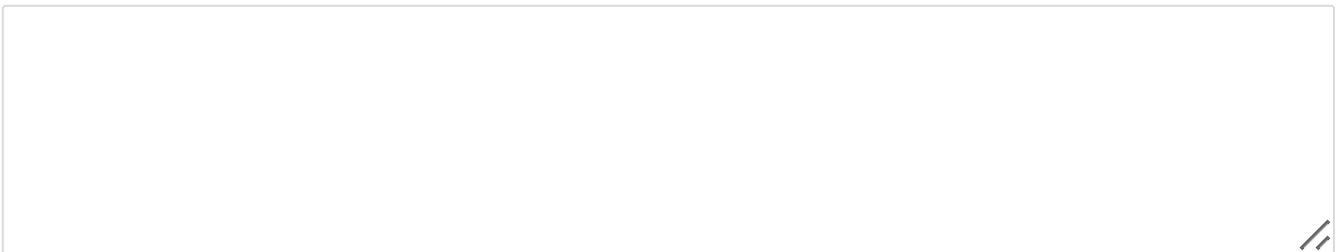
2.12 There are sufficient practice opportunities with word lists, phrases and decodable texts to build automaticity.



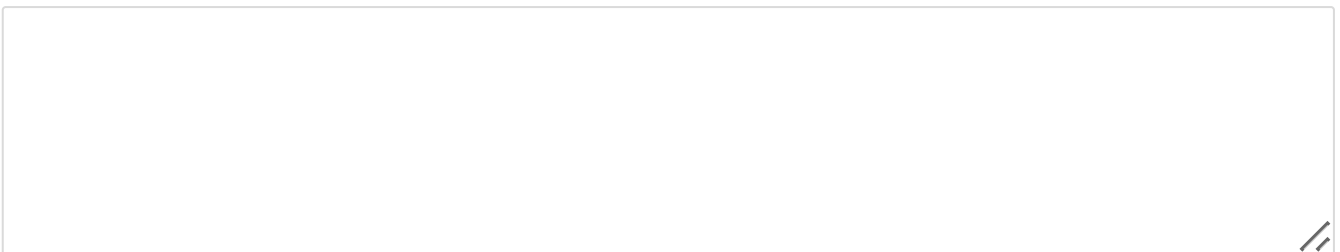
2.13 Regular word types are introduced first (e.g., VC, CVC, CV).



2.14 Irregularities are pointed out in high utility words (i.e., have, I, said) while still focusing attention on the predictable letter-sound combinations.



2.15 Irregular, high-utility words are introduced and practiced to automaticity.



2.16 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.

2.17 There is cumulative review to build automaticity of known letter-sound combinations and words.

2.18 There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.

2.19 Activities and materials are designed to elicit high levels of student response and engagement.

2.20 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.

Comments

CRITERION 3: Vocabulary

3.1 There is a detailed scope and sequence of vocabulary skills.

3.2 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.

3.3 New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.

3.4 Words that have been taught are repeated multiple times in a variety of contexts.

3.5 New words are integrated into example sentences and students are prompted to use the new words in sentences in oral and written responses.

3.6 There is cumulative review and practice of previously learned words.

3.7 Students are exposed to a breadth of vocabulary words through high-quality text.

3.8 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).

3.9 Activities and materials are designed to elicit high levels of response and engagement.

Comments

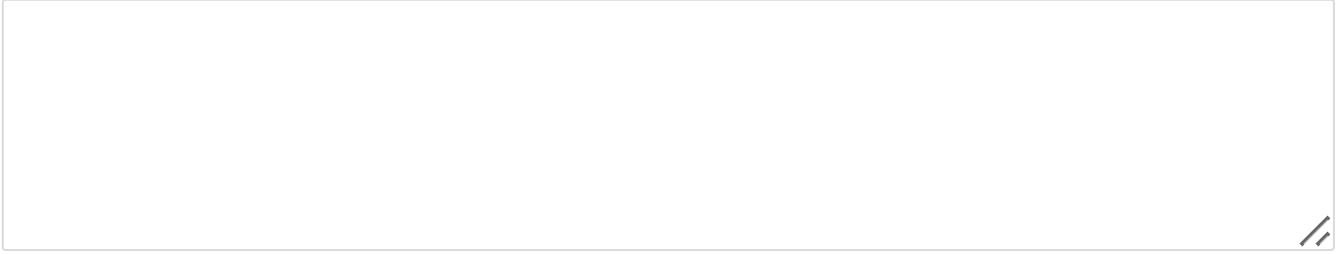
CRITERION 4: Text Reading and Fluency

4.1 Sentence and passage reading is introduced after students can accurately and automatically read a sufficient number of regular and irregular words.

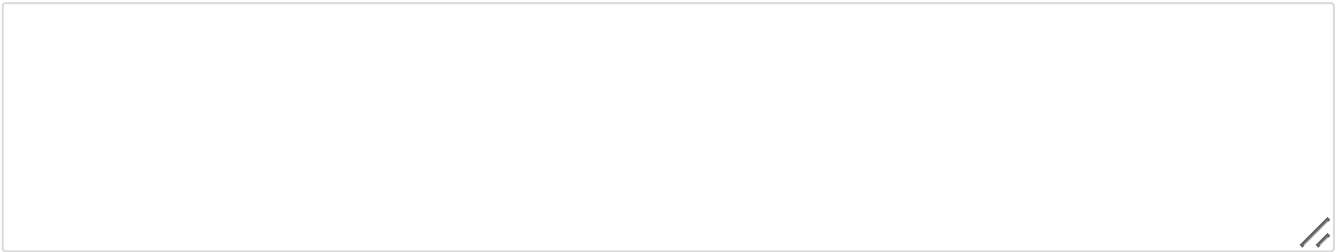
4.2 The texts students are asked to read independently include both controlled text that contains previously taught phonic elements and other rich, complex text accessible to the student.

4.3 Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).

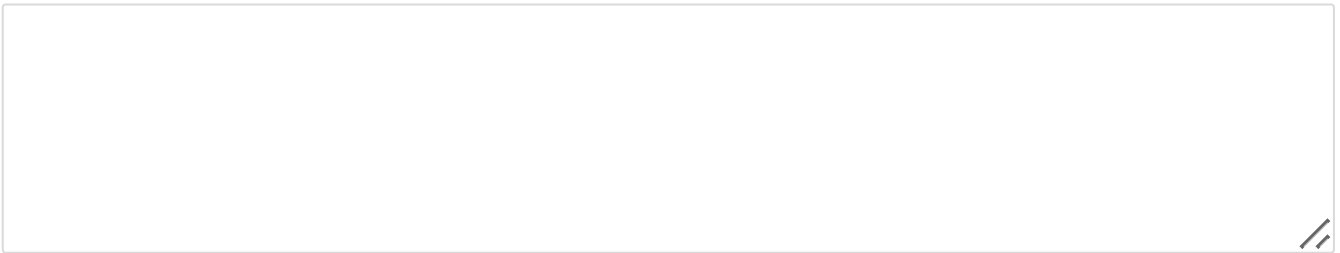
4.4 There are sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity.



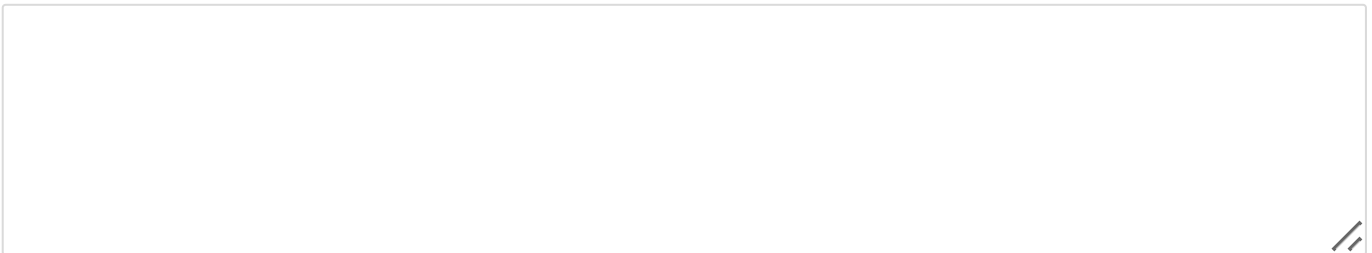
4.5 Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.



4.6 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.



Comments



CRITERION 5: Developing Comprehension and Background Knowledge

5.1 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.

5.2 Students are explicitly taught to do an oral retelling of events or stories that were read to them.

5.3 Narrative story structure (e.g., beginning, middle, end) is modeled with multiple examples.

5.4 The use of informational text structure is modeled with multiple examples.

5.5 High-utility words are pre-selected and explicitly taught (before, during or after) a read aloud.

5.6 Comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text.

5.7 The text selections include guiding questions to ask while reading aloud.

5.8 When students and teachers engage in a read-aloud, the program established a purpose for reading.

5.9 The program includes a wide variety of fiction and nonfiction high-quality text with relatable experiences that are developmentally appropriate for the grade level for all students.

5.10 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.

5.11 Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

5.12 The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.

5.13 Activities and materials are designed to elicit high levels of response and engagement.

Comments

CRITERION 6: Small Group Instruction and Independent Practice

6.1 Program provides small group explicit, systematic, and cumulative lessons that instruct on foundational skills.

6.2 Program provides extension ideas to be used for independent practice.

6.3 Program provides teacher guidance regarding independent student practice activities to be implemented when teacher is engaged in small group instruction.

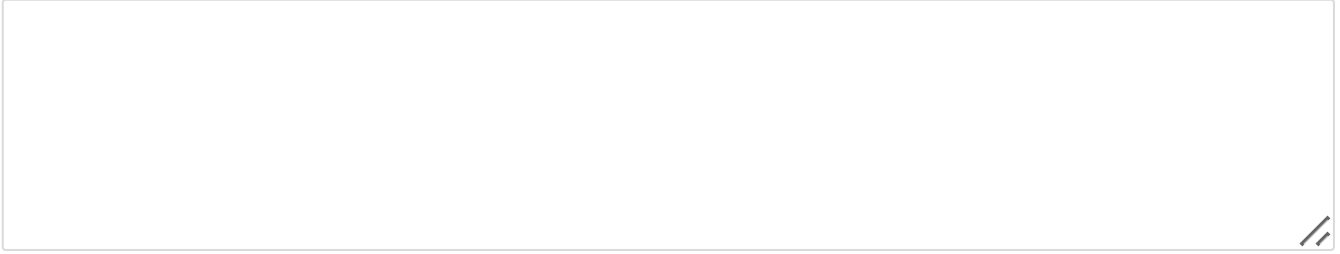
6.4 Program provides guidance on the composition of flexible small groups based on data.

Comments

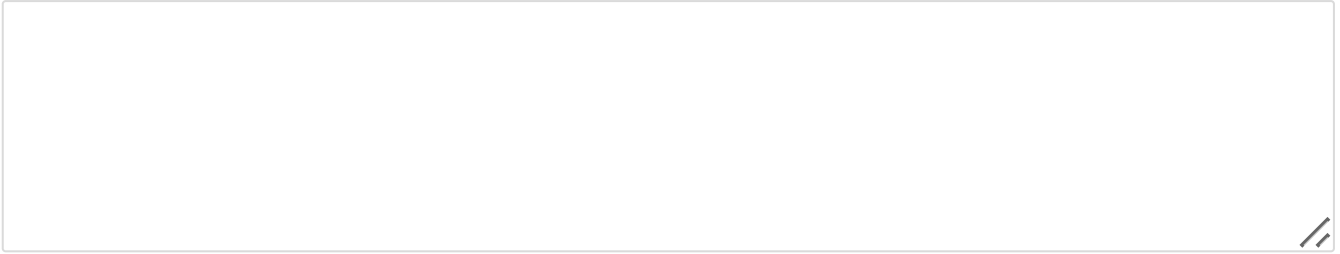
SECTION 7: Writing

7.1 Program includes a wide range of authentic writing opportunities.

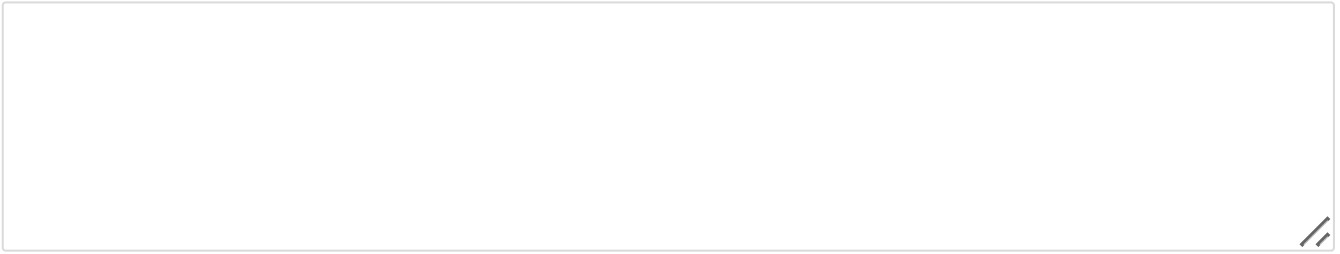
7.2 Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.



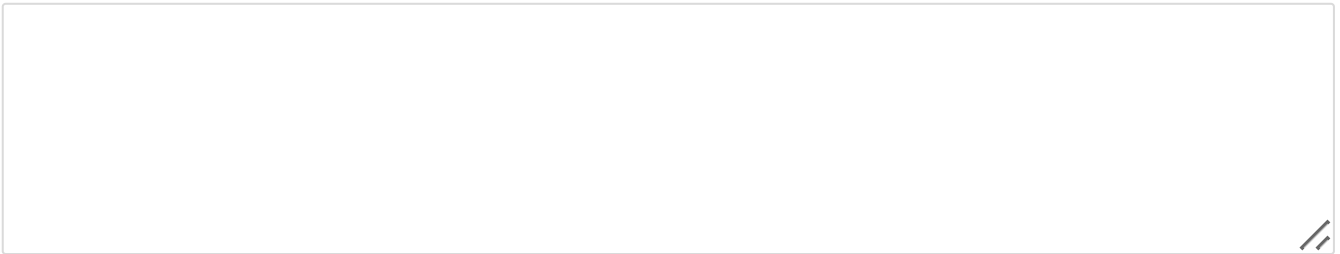
7.3 Program includes explicit handwriting instruction.



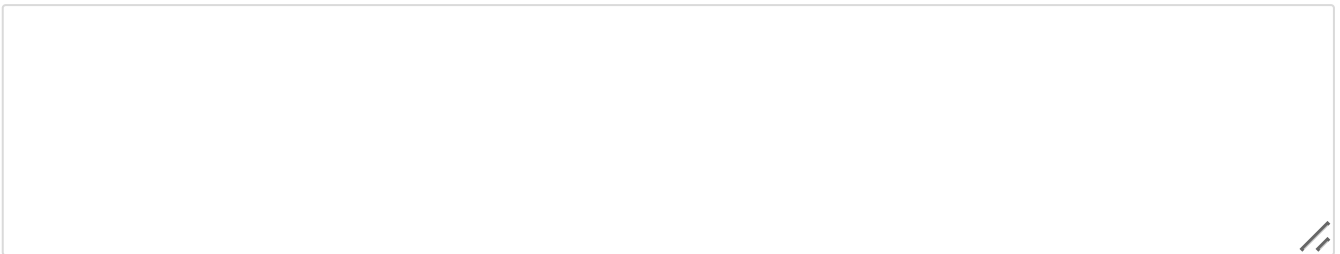
7.4 Program includes explicit instruction in idea generation and oral storytelling, that leads to narrative composition.



7.5 Program includes explicit instruction in grade-level appropriate skills (e.g., sentence construction, basic punctuation, etc.).



7.6 Program includes opportunities to write in multiple genres for different purposes.



Comments



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PREVIOUS

NEXT

Phase II: In-Depth Program Review First Grade

1	2	3	4	5	6
Page 1	Page 2	Page 3	Page 4	Preview	Complete 

Supporting Documents

Essential Program Components

Please fill out all 3 textboxes below to fulfill the Essential Program Components requirement.

1. Provide a bulleted list of the essential program components (program materials) necessary to ensure effective results and improve outcomes when implemented as demonstrated.

2. Provide a description of how components (program materials) are sold (e.g., as an all-inclusive-kit, ala carte/individually etc.).

3. Provide information about the PD materials for teacher implementation.

Instructional Materials

Please provide a link to your Instructional Materials. For Phase II, please remember that reviewers need access to all teacher and student materials.

Instructional Materials URL *

Login Information (if required)




SAVE DRAFT



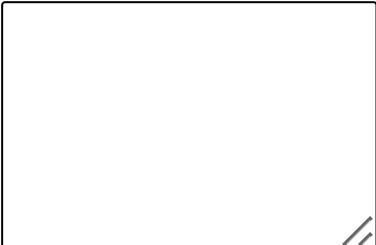



PREVIOUS

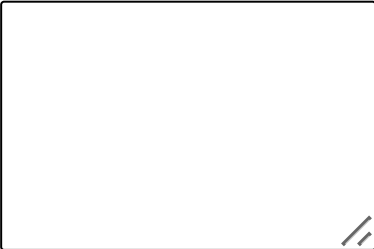



NEXT

Phase II: In-Depth Program Review First Grade

Assurance of Accessibility Standards

Standard (check all that apply)	Comment or Explanation	Organization That Maintains the Standard
<input type="checkbox"/> Available in PDF Format		Adobe
<input type="checkbox"/> Available in ePub Format		<u>International Digital Publishing Form</u>
<input type="checkbox"/> Accessible Course within an Open Learning Management System (LMS)		<u>Moodle</u>
<input type="checkbox"/> Accessible Course within another Learning Management System (LMS)		LMS Provider

<input type="checkbox"/> Available in an accessible media format and includes alternative text or subtitles		Provider
<input type="checkbox"/> Includes alternative text (image)		Provider
<input type="checkbox"/> Includes captions and subtitles (video)		Provider
<input type="checkbox"/> Includes flash accessibility functions (SWF)		Adobe
<input type="checkbox"/> Includes functionality that provides accessibility		Provider
<input type="checkbox"/> Complies with W3C Recommendations for web page		Evaluating Web Accessibility. Overview Web Accessibility Initiative (WAI) W3C

<input type="checkbox"/> Is a 508 compliant website		<u>U. S. Government</u>
<input type="checkbox"/> Available in the National Accessible Instructional Materials Standard (NIMAS) Format - Accessible XML		<u>NIMAC</u>
<input type="checkbox"/> Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web, and Multimedia		<u>National Center for Accessible Media</u>
<input type="checkbox"/> Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blu-ray Disk, materials comply with production standards		ITA Standards DVD Forum Specification UDF 2.5 Blu-ray Disk Association

Accessibility Assurances Signature *

Please type your full first and last name below to act as your signature confirming that the Accessibility Assurances is complete.

I understand the VLA Requirements. *

I agree to the Terms of Service. *

For questions, please contact: VLP-VLA@virginia.edu

SAVE DRAFT

PREVIOUS

PREVIEW

Phase II: In-Depth Program Review Second Grade

1

Page 1

2

Page 2

3

Page 3

4

Page 4

5

Preview

6

Complete

Submission Information

Name of Provider *

Product Title and Edition *

Publication Year *

First Name of Contact Person for Notification of Review Decision *

Last Name of Contact Person for Notification of Review Decision *

Email *

Telephone *

Address *

Address 2

City/Town *

State/Province *

ZIP/Postal Code *

VA Locations Where Product and Edition is Currently Being Used *

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

Provider Webpage *

Product Webpage *

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

Instructional Focus

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

Phonological Awareness *

Phonics *

Vocabulary *

Comprehension *

Fluency *

SAVE DRAFT

NEXT

Phase II: In-Depth Program Review Second Grade

1	2	3	4	5	6
Page 1	Page 2	Page 3	Page 4	Preview	Complete 

Second Grade

Phase II Worksheet: Science-Based or Evidence-Based Reading Programs

*This worksheet must be completed for **each grade level of each program** submitted for review.*

CRITERION 1: Phonics and Word Study

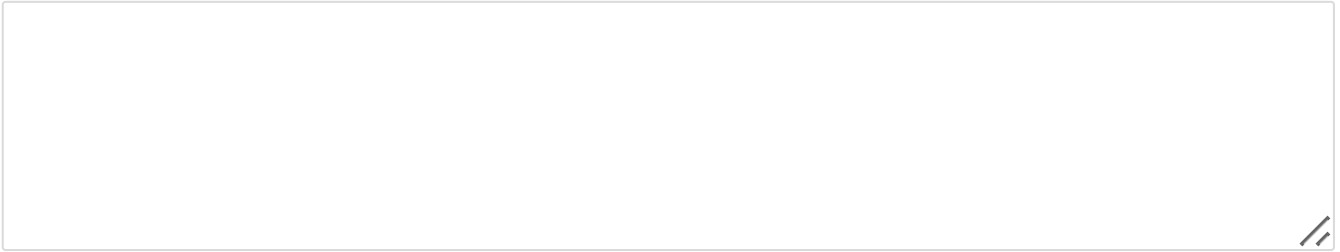
Indicator

Evidence

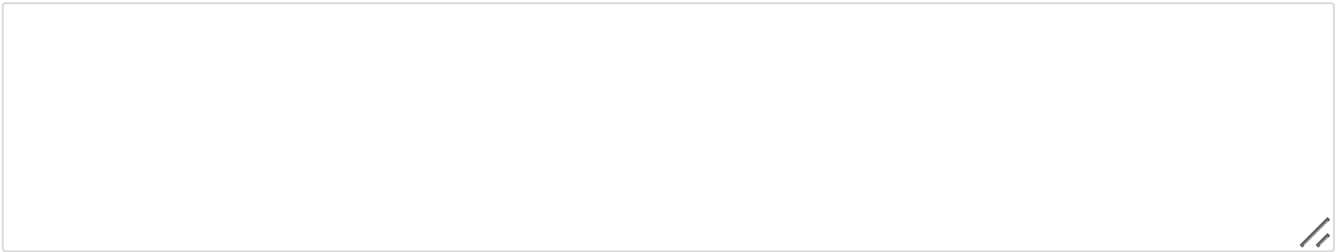
1.1 There is a detailed scope and sequence of phonics patterns that moves from simple word types, lengths, and complexities to more complex words, syllable types, and multisyllabic words.

1.2 There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.

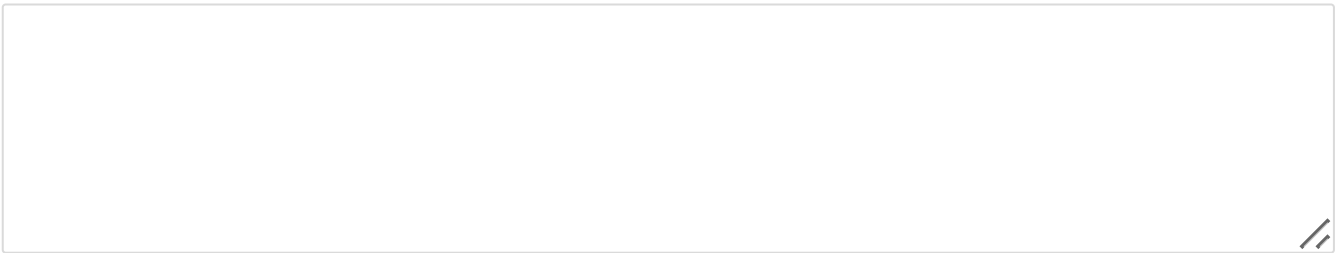
1.3 New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.



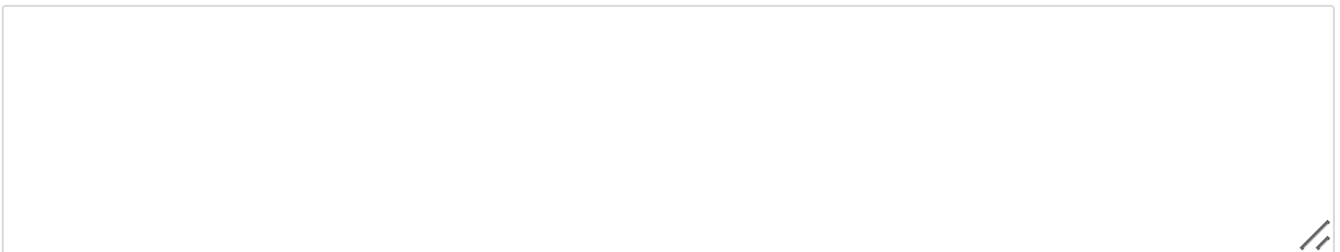
1.4 Lessons include specific and precise teacher language for immediate and corrective feedback.



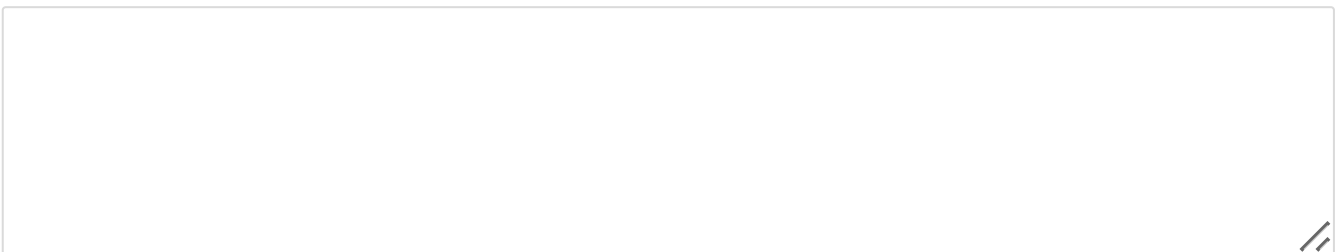
1.5 Multisyllabic words are explicitly taught using prefixes, suffixes, syllable types, and morphological word parts to aid in word recognition.



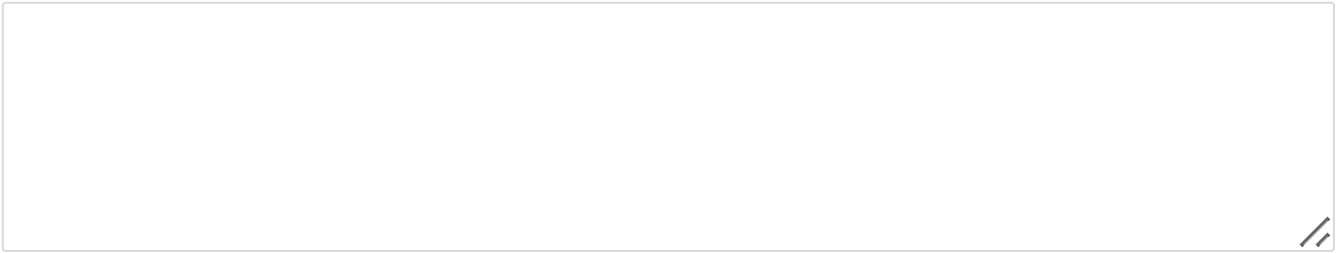
1.6 Larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.



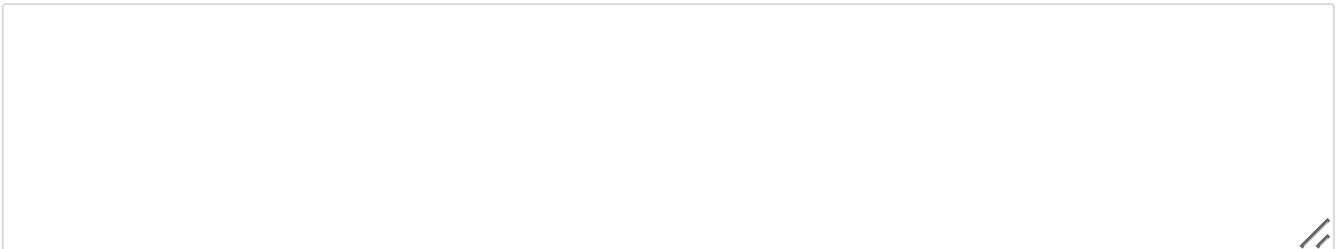
1.7 Instruction of similar, easily confused letter patterns are separated in time.



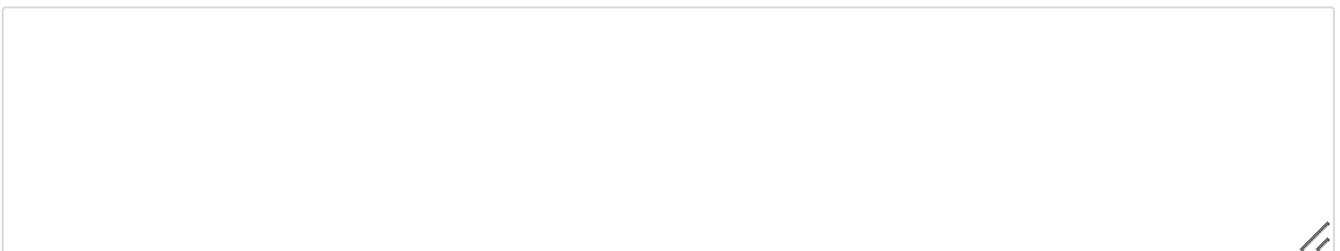
1.8 There is an explicit strategy for reading multisyllabic words.

A large, empty rectangular box with a thin grey border, intended for a response to the statement above. It is positioned below the text '1.8 There is an explicit strategy for reading multisyllabic words.' In the bottom right corner of the box, there are two short, parallel diagonal lines (//).

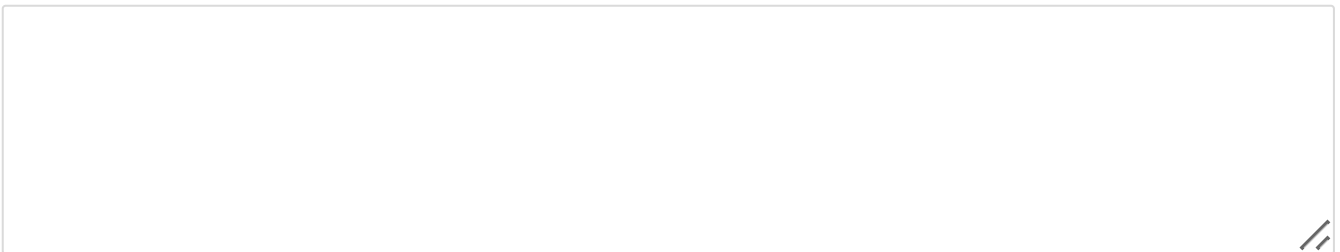
1.9 Spelling is integrated with phonics instruction.

A large, empty rectangular box with a thin grey border, intended for a response to the statement above. It is positioned below the text '1.9 Spelling is integrated with phonics instruction.' In the bottom right corner of the box, there are two short, parallel diagonal lines (//).

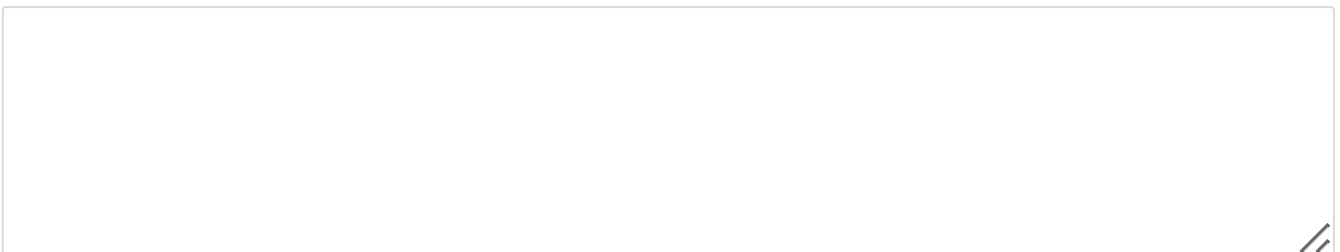
1.10 There are sufficient practice opportunities with word lists, phrases, and decodable texts to build automaticity.

A large, empty rectangular box with a thin grey border, intended for a response to the statement above. It is positioned below the text '1.10 There are sufficient practice opportunities with word lists, phrases, and decodable texts to build automaticity.' In the bottom right corner of the box, there are two short, parallel diagonal lines (//).

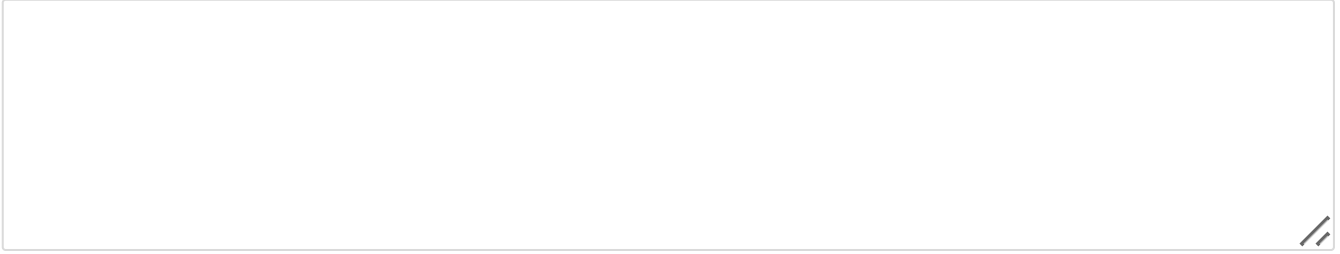
1.11 Irregular, high-utility words are introduced (focusing attention on predictable letter-sound combinations) and practiced to automaticity.

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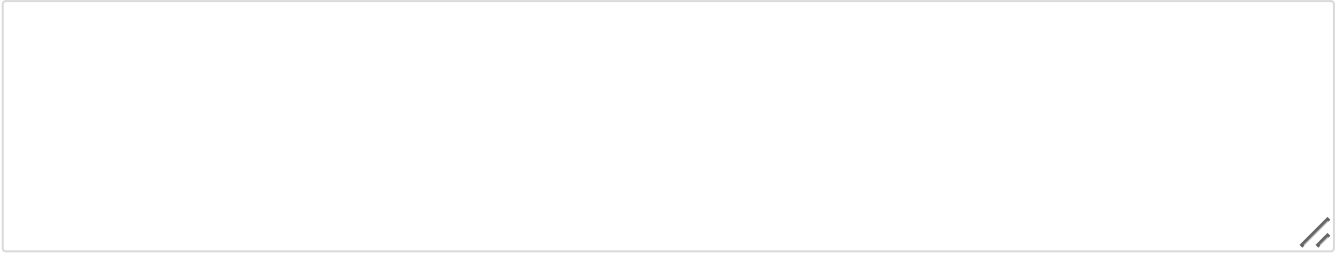
1.12 Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.

A large, empty rectangular box with a thin grey border, intended for a response to the statement above. It is positioned below the text '1.12 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.' In the bottom right corner of the box, there are two short, parallel diagonal lines (//).

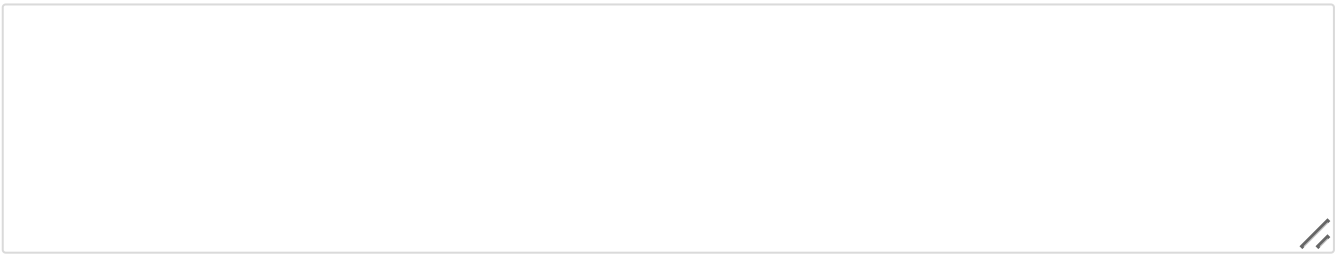
1.13 There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.



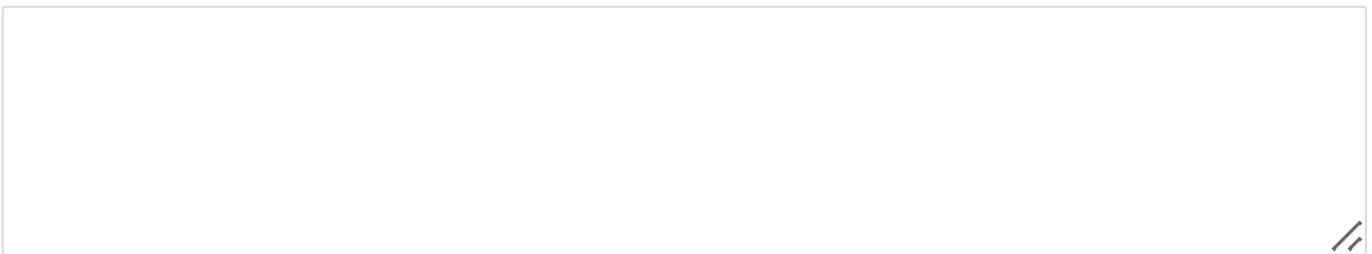
1.14 Activities and materials are designed to elicit high levels of student response and engagement.



1.15 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.



Comments



CRITERION 2: Vocabulary

2.1 There is a detailed scope and sequence of vocabulary skills.

2.2 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.

2.3 New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.

2.4 Words that have been taught are repeated multiple times in a variety of contexts.

2.5 New words are integrated into example sentences and students are prompted to use the new words in sentences in oral and written responses.

2.6 There is cumulative review and practice of previously learned words.

2.7 Students are exposed to a breadth of vocabulary words through high-quality text.

2.8 Students are taught simple multiple meaning words.

2.9 Students are asked to demonstrate understanding word meaning by using words in oral and written sentences.

2.10 Morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of base words, prefixes and suffixes.

2.11 Activities and materials are designed to elicit high levels of response and engagement.

Comments

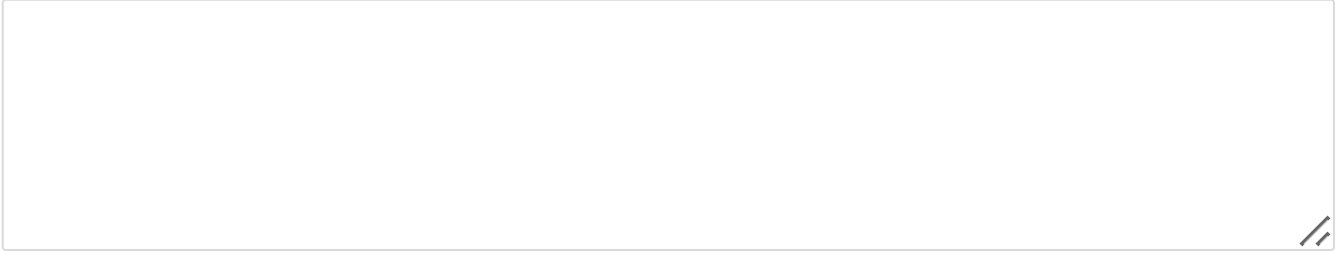
CRITERION 3: Text Reading and Fluency

3.1 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.

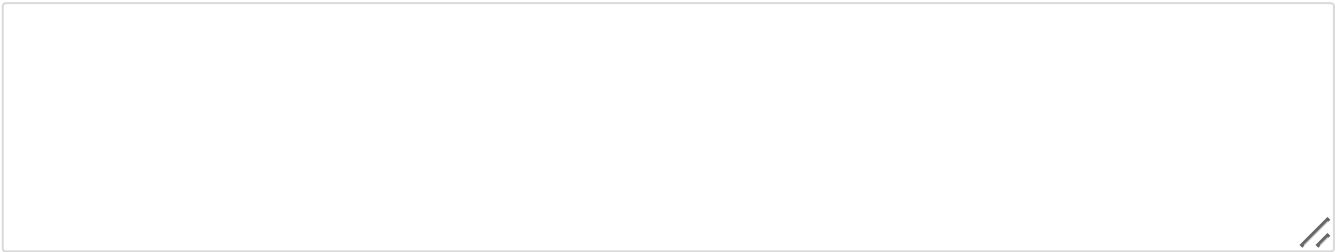
3.2 Fluency building in connected text is done only with passages the student can decode accurately (without hesitation or guessing).

3.3 There are sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence and are available to allow students to practice to automaticity.

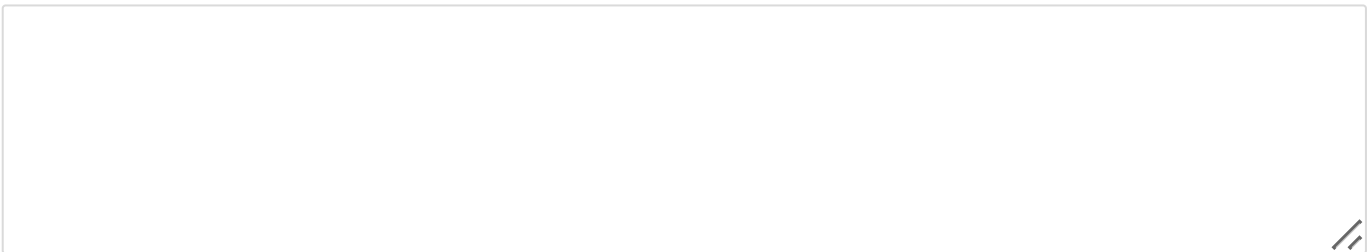
3.4 Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.



3.5 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.

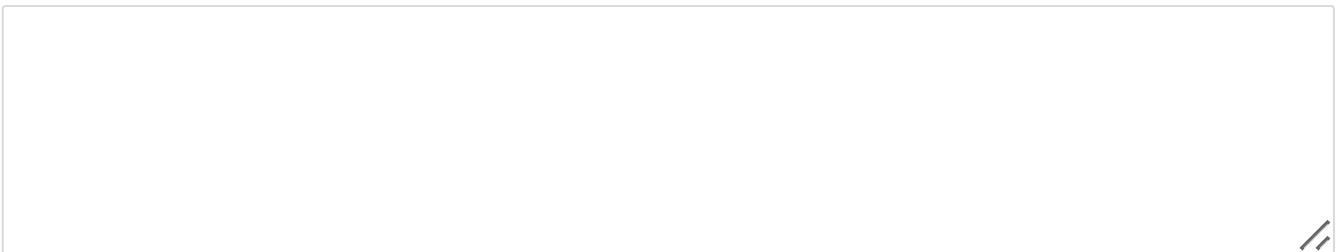


Comments



CRITERION 4: Developing Comprehension and Background Knowledge

4.1 There is a clear scope and sequence that guides reading comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.



4.2 Modeling and thinking aloud are used to identify components of text structure, using text structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.

4.3 High-utility words are pre-selected and explicitly taught (before, during, or after) a read aloud.

4.4 Comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text.

4.5 There are multiple opportunities to listen to and read narrative and expository text forms and engage in interactive discussion of the meanings of text.

4.6 When students and teachers engage in a read-aloud, the program established a purpose for reading.

4.7 Differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

4.8 The program includes a wide variety of text with relatable experiences that are developmentally appropriate for the grade level for all students.

4.9 Previously taught content, skills, and strategies are connected with new content and texts.

4.10 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.

4.11 Lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts.

4.12 Program provides guidance for teachers on how to scaffold students' reading of complex text.

4.13 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.

4.14 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.

4.15 Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

4.16 The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.

Comments

CRITERION 5: Small Group Instruction and Independent Practice

5.1 Program provides small group explicit, systematic, and cumulative lessons that instruct on foundational skills.

5.2 Program provides extension ideas to be used for independent practice.

5.3 Program provides teacher guidance regarding independent student practice activities to be implemented when teacher is engaged in small group instruction.

5.4 Program provides guidance on the composition of flexible small groups based on data.

5.5 Program provides teachers text supports for scaffolding students' reading of grade level material.

Comments

CRITERION 6: Writing

6.1 Program includes a wide range of authentic writing opportunities.

6.2 Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.

6.3 Program includes explicit instruction in idea generation and planning, that leads to narrative composition.

6.4 Program includes explicit instruction in grade-level appropriate skills (e.g., grammar).

6.5 Program includes opportunities to write in multiple genres for different purposes.

Comments

SAVE DRAFT

PREVIOUS

NEXT

Phase II: In-Depth Program Review Second Grade

1
Page 1

2
Page 2

3
Page 3

4
Page 4

5
Preview

6
Complete

Supporting Documents

Essential Program Components

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1. Provide a bulleted list of the essential program components (program materials) necessary to ensure effective results and improve outcomes when implemented as demonstrated.

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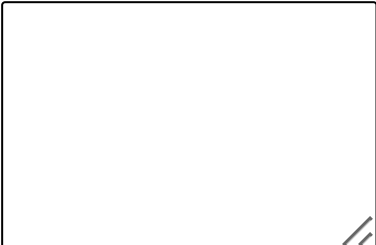



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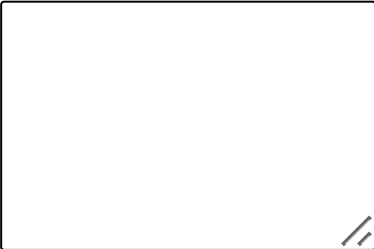



NEXT

Phase II: In-Depth Program Review Second Grade

Assurance of Accessibility Standards

Standard (check all that apply)	Comment or Explanation	Organization That Maintains the Standard
<input type="checkbox"/> Available in PDF Format		Adobe
<input type="checkbox"/> Available in ePub Format		<u>International Digital Publishing Form</u>
<input type="checkbox"/> Accessible Course within an Open Learning Management System (LMS)		<u>Moodle</u>
<input type="checkbox"/> Accessible Course within another Learning Management System (LMS)		LMS Provider

<input type="checkbox"/> Available in an accessible media format and includes alternative text or subtitles		Provider
<input type="checkbox"/> Includes alternative text (image)		Provider
<input type="checkbox"/> Includes captions and subtitles (video)		Provider
<input type="checkbox"/> Includes flash accessibility functions (SWF)		Adobe
<input type="checkbox"/> Includes functionality that provides accessibility		Provider
<input type="checkbox"/> Complies with W3C Recommendations for web page		Evaluating Web Accessibility. Overview Web Accessibility Initiative (WAI) W3C

<input type="checkbox"/> Is a 508 compliant website		<u>U. S. Government</u>
<input type="checkbox"/> Available in the National Accessible Instructional Materials Standard (NIMAS) Format - Accessible XML		<u>NIMAC</u>
<input type="checkbox"/> Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web, and Multimedia		<u>National Center for Accessible Media</u>
<input type="checkbox"/> Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blu-ray Disk, materials comply with production standards		ITA Standards DVD Forum Specification UDF 2.5 Blu-ray Disk Association

Accessibility Assurances Signature *

Please type your full first and last name below to act as your signature confirming that the Accessibility Assurances is complete.

I understand the VLA Requirements. *

I agree to the Terms of Service. *

For questions, please contact: VLP-VLA@virginia.edu

SAVE DRAFT

PREVIOUS

PREVIEW

Phase II: In-Depth Program Review Third Grade

1

Page 1

2

Page 2

3

Page 3

4

Page 4

5

Preview

6

Complete

Submission Information

Name of Provider *

Product Title and Edition *

Publication Year *

First Name of Contact Person for Notification of Review Decision *

Last Name of Contact Person for Notification of Review Decision *

Email *

Telephone *

Address *

Address 2

City/Town *

State/Province *

ZIP/Postal Code *

VA Locations Where Product and Edition is Currently Being Used *

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

Provider Webpage *

Product Webpage *

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

Instructional Focus

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

Phonological Awareness *

Phonics *

Vocabulary *

Comprehension *

Fluency *

SAVE DRAFT

NEXT

Phase II: In-Depth Program Review Third Grade

1	2	3	4	5	6
Page 1	Page 2	Page 3	Page 4	Preview	Complete 

Third Grade

Phase II Worksheet: Science-Based or Evidence-Based Reading Programs

*This worksheet must be completed for **each grade level of each program** submitted for review.*

CRITERION 1: Phonics and Word Study

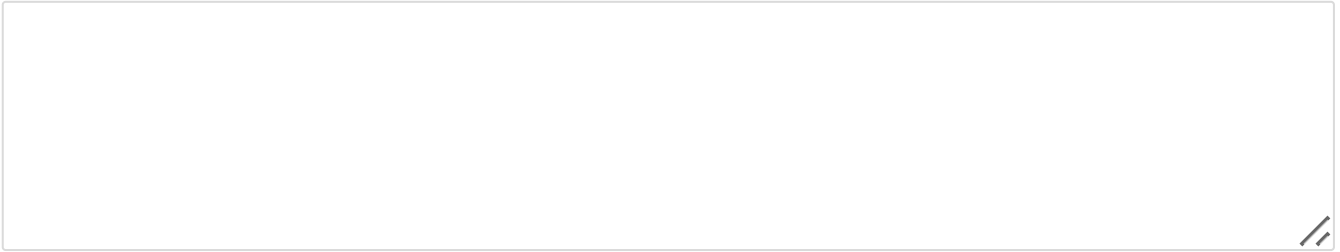
Indicator

Evidence

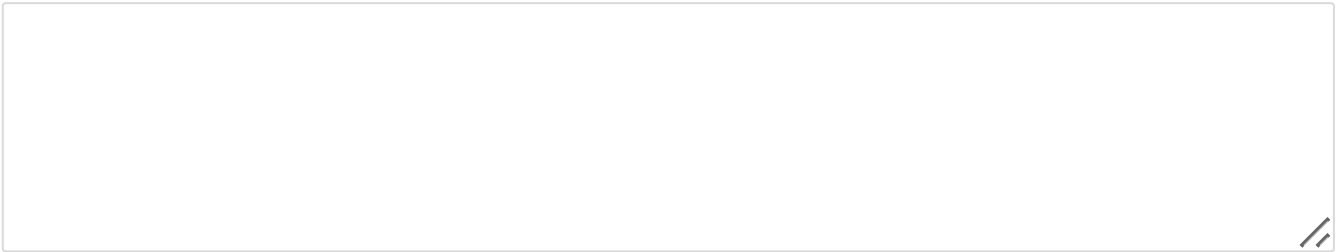
1.1 There is a detailed scope and sequence of phonics patterns that moves from simple word types, lengths, and complexities to more complex words, syllable types, and multisyllabic words.

1.2 There is a predictable phonics routine that emphasizes the connection between graphemes and phonemes.

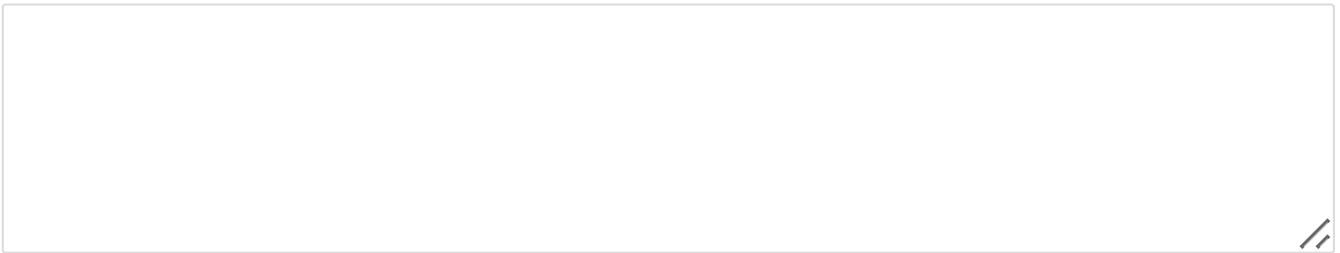
1.3 New skills are explicitly taught using multiple examples, where the new skill is introduced, defined and/or explained, a model or demonstration is provided, and students are given opportunities to practice and apply with teacher feedback.



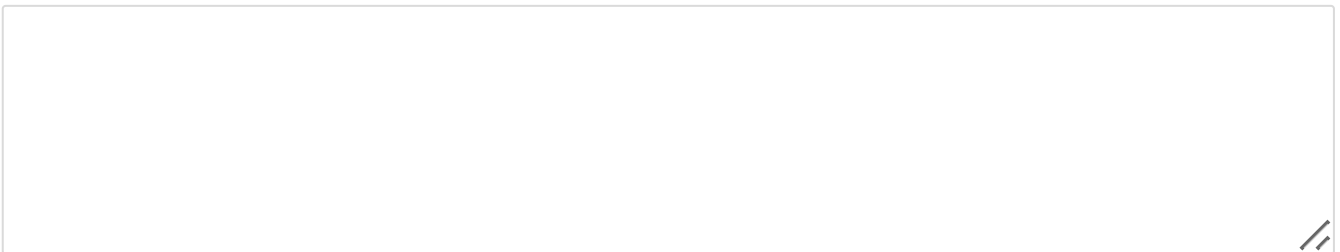
1.4 Lessons include specific and precise teacher language for immediate and corrective feedback.



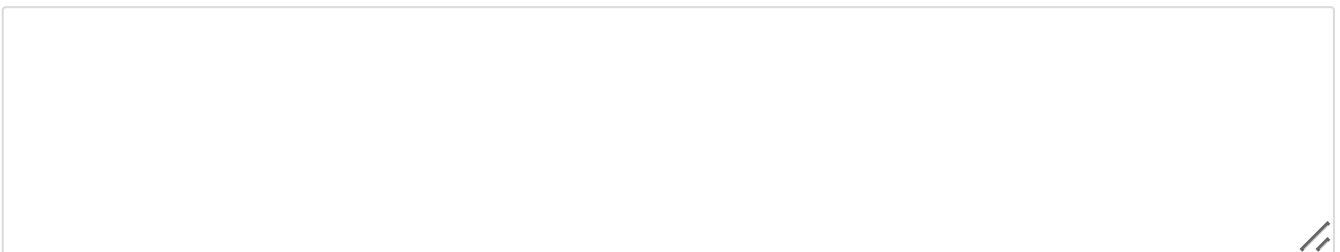
1.5 Multisyllabic words are explicitly taught using prefixes, suffixes, syllable types and known word parts to aid in word recognition.



1.6 Larger, high-utility patterns (e.g., -ight, -ing) are taught explicitly and practiced to automaticity to increase fluency of word recognition.



1.7 Instruction of similar, easily confused letter patterns are separated in time.



1.8 There is an explicit strategy for reading multisyllabic words.

A large, empty rectangular box with a thin grey border, intended for a response to the statement above. It is positioned below the text and above the next statement. In the bottom right corner, there are two short, parallel diagonal lines.

1.9 Spelling is integrated with phonics instruction.

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1.10 There are sufficient practice opportunities with word lists, phrases, and decodable texts to build automaticity.

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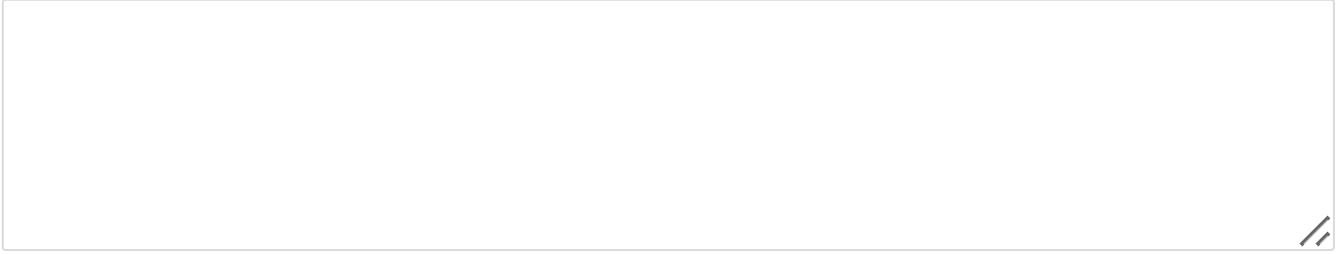
1.11 Irregular, high-utility words are introduced, focusing attention on predictable letter-sound combinations, and practiced to automaticity.

A large, empty rectangular box with a thin grey border, intended for a response to the statement above. It is positioned below the text and above the next statement. In the bottom right corner, there are two short, parallel diagonal lines.

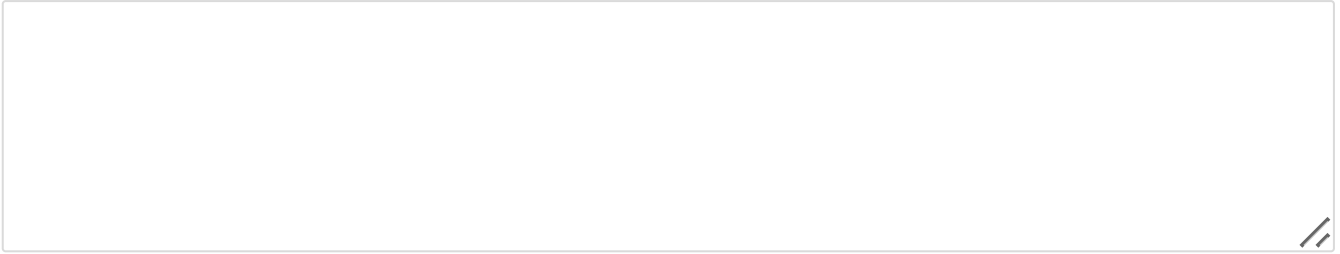
1.12 Words are taught and learned in isolation before practiced in text; words in texts used for independent reading are the ones that have been taught in prior phonics lessons.

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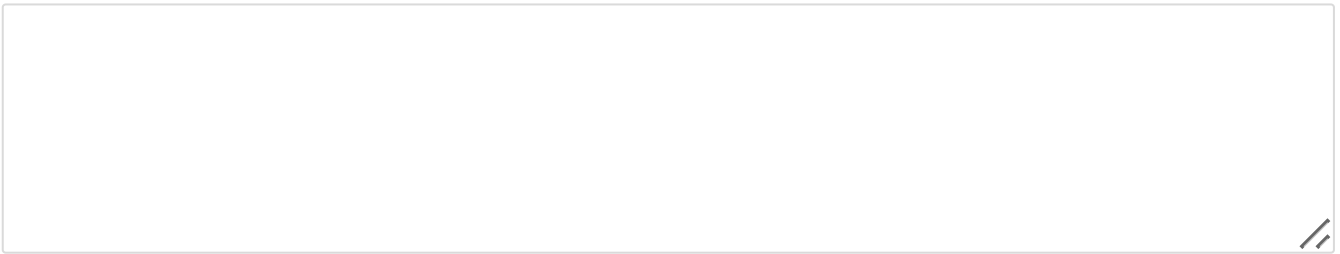
1.13 There are repeated opportunities to read words in controlled decodable text that contain the phonic elements and irregular words students have learned previously.



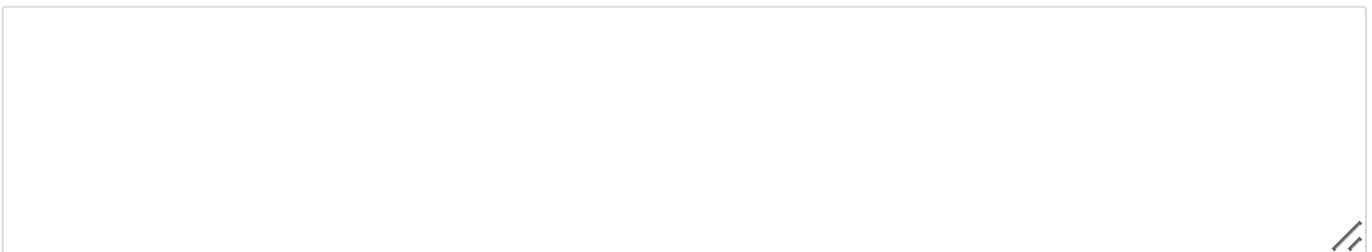
1.14 Activities and materials are designed to elicit high levels of student response and engagement.



1.15 Program provides guidance on how to use assessment data (curriculum embedded and/or alternatives) to determine differentiated phonics instruction based on students' needs and progress.



Comments



CRITERION 2: Vocabulary

2.1 There is a detailed scope and sequence of vocabulary skills.

2.2 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.

2.3 New words are explicitly modeled using student-friendly definitions, multiple examples and non-examples, and students are given opportunity to practice using the words.

2.4 Words that have been taught are repeated multiple times in a variety of contexts.

2.5 New words are integrated into example sentences and students are prompted to use the new words in sentences in oral and written responses.

2.6 There is cumulative review and practice of previously learned words.

2.7 Students are exposed to a breadth of vocabulary words through high-quality text.

2.8 Students are taught to predict meaning using antonyms and synonyms, words in compound words, and prefixes and suffixes.

2.9 Students are taught simple multiple meaning words and homophones.

2.10 Students are asked to demonstrate understanding word meaning by using words in oral and written sentences.

2.11 Morphemic analysis is taught explicitly and systematically to support the development of word meaning through knowledge of root words, prefixes and suffixes.

2.12 Activities and materials are designed to elicit high levels of response and engagement.

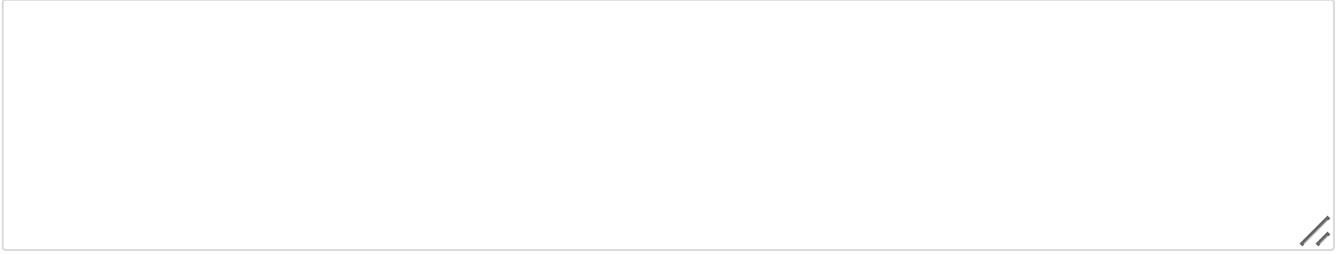
Comments

CRITERION 3: Text Reading and Fluency

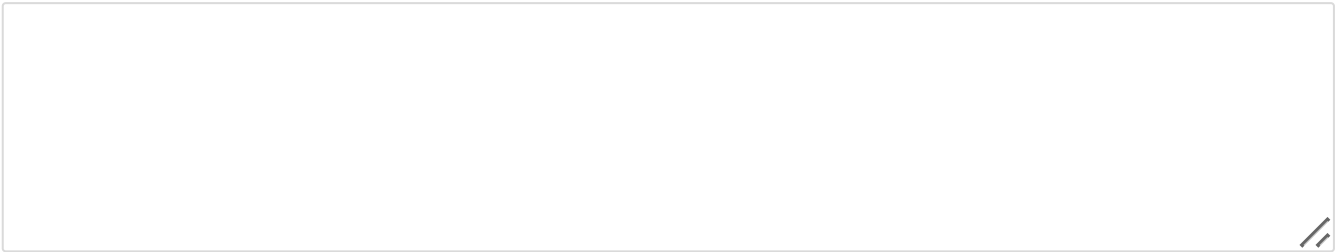
3.1 The texts students are asked to read independently include both controlled text that contains previously taught phonic elements and other rich, complex text accessible to the student.

3.2 Fluency building in connected text is done only with passages the student can decode accurately (e.g., without hesitation or guessing).

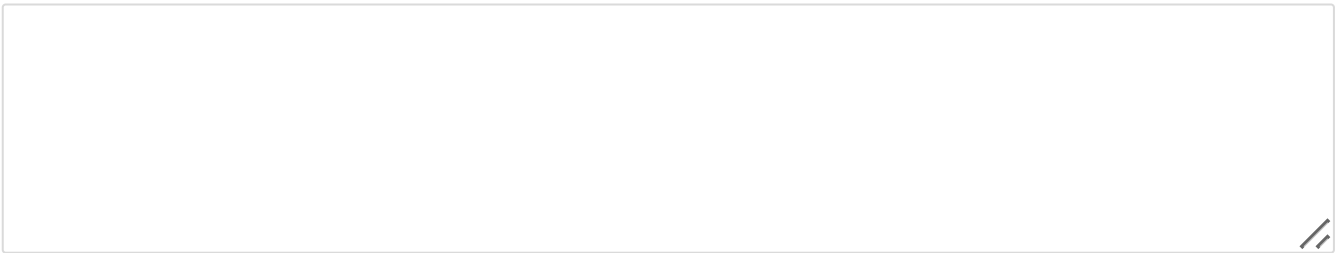
3.3 There are sufficient numbers of controlled decodable text that aligns to the phonics scope and sequence are available to allow students to practice to automaticity.



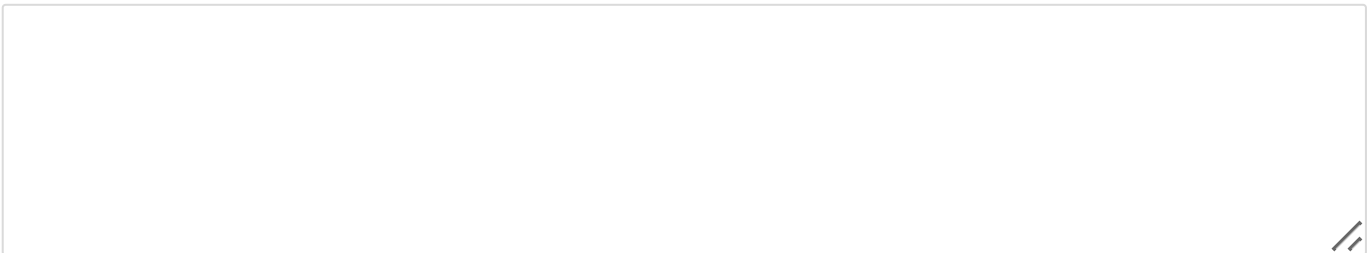
3.4 Materials are available for teachers to read aloud for the purpose of modeling fluent reading, building vocabulary and background knowledge, and exposing students to text more complex than students could read on their own.



3.5 Differentiation of oral reading fluency instruction is linked to assessment data, with flexible grouping based on students' needs and progress.



Comments



CRITERION 4: Developing Comprehension and Background Knowledge

4.1 There is a clear scope and sequence that guides reading comprehension instruction, in which the goals are explicitly stated and in which the ideas follow a logical order.

4.2 Modeling and thinking aloud are used to identify components of text structure, using text structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.

4.3 High-utility words are pre-selected and explicitly taught (before, during, or after) a read aloud.

4.4 Comprehension strategies (e.g., questioning, summarizing, creating mental images) are modeled by the teacher through interactive read aloud of high-quality literature and text.

4.5 There are multiple opportunities to listen to and explore narrative and expository text forms and engage in interactive discussion of the meanings of text.

4.6 When students and teachers engage in a read-aloud, the program establishes a purpose for reading.

4.7 Differentiation of reading comprehension instruction is linked to assessment data, with flexible grouping based on students' needs and progress.

4.8 The program includes a wide variety of text with relatable experiences that are developmentally appropriate for the grade level for all students.

4.9 Previously taught content, skills, and strategies are connected with new content and texts.

4.10 Lessons include explicit instruction in the structure and use of conventions of informational text such as titles, headings, and information from graphs and charts to locate important information.

4.11 Lessons include explicit instruction in analyzing elements of narrative text and comparing and contrasting elements within and among texts.

4.12 Program provides guidance for teachers on how to scaffold students' reading of complex text.

4.13 A coherent sequence of questions and tasks supports students to examine language (e.g., vocabulary, sentences, and structure) and apply their knowledge and skills in reading, writing, speaking and listening.

4.14 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.

4.15 Complex topics are introduced in a carefully planned sequence through teachers reading aloud, discussions, and projects, starting with a basic introduction and building towards a deeper understanding.

4.16 The materials support interactive discussion on a wide variety of topics to expand and deepen background knowledge.

Comments

CRITERION 5: Small Group Instruction and Independent Practice

5.1 Program provides small group explicit, systematic, and cumulative instruction of foundational skills.

5.2 Program provides extension ideas to be used for independent practice.

5.3 Program provides teacher guidance regarding independent student practice activities to be implemented when teacher is engaged in small group instruction.

5.4 Program provides guidance on the composition of flexible small groups based on data.

5.5 Program provides teachers text supports for scaffolding students' reading of grade level material.

Comments

CRITERION 6: Writing

6.1 Program includes a wide range of authentic writing opportunities.

6.2 Program includes text-based tasks that require students to write about the topic and use the vocabulary and language appropriate for their grade level.

6.3 Program includes explicit instruction in idea generation and planning, that leads to narrative composition.

6.4 Program includes explicit instruction in grade-level appropriate skills (e.g., paragraph construction, grammar, etc.).

6.5 Program includes opportunities to write in multiple genres for different purposes.

Comments

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PREVIOUS

NEXT

Phase II: In-Depth Program Review Third Grade


1
Page 1

2
Page 2

3
Page 3

4
Page 4

5
Preview

6 
Complete

Supporting Documents

Essential Program Components

Please fill out all 3 textboxes below to fulfill the Essential Program Components requirement.

1. Provide a bulleted list of the essential program components (program materials) necessary to ensure effective results and improve outcomes when implemented as demonstrated.

2. Provide a description of how components (program materials) are sold (e.g., as an all-inclusive-kit, ala carte/individually etc.).

3. Provide information about the PD materials for teacher implementation.

Instructional Materials

Please provide a link to your Instructional Materials. For Phase II, please remember that reviewers need access to all teacher and student materials.

Instructional Materials URL *

Login Information (if required)

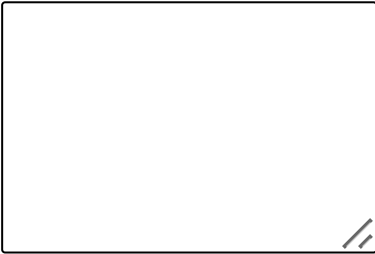

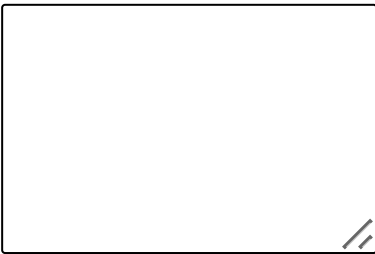
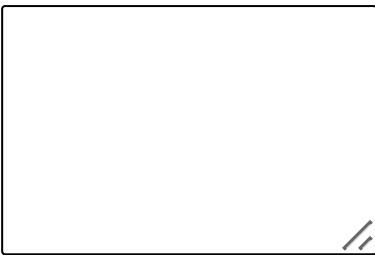
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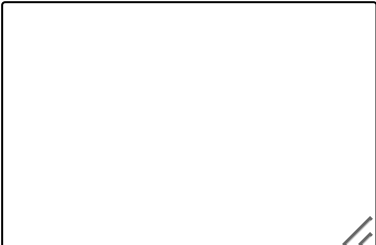



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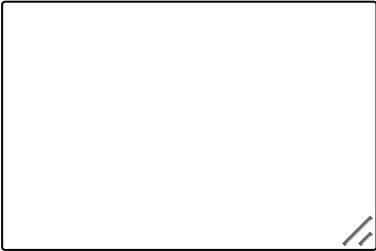
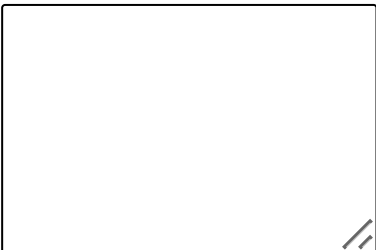

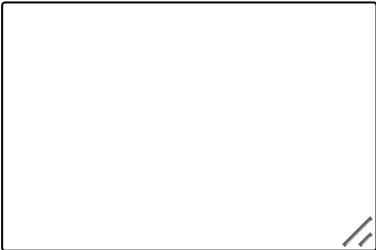
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Phase II: In-Depth Program Review Third Grade

Assurance of Accessibility Standards

Standard (check all that apply)	Comment or Explanation	Organization That Maintains the Standard
<input type="checkbox"/> Available in PDF Format		Adobe
<input type="checkbox"/> Available in ePub Format		<u>International Digital Publishing Form</u>
<input type="checkbox"/> Accessible Course within an Open Learning Management System (LMS)		<u>Moodle</u>
<input type="checkbox"/> Accessible Course within another Learning Management System (LMS)		LMS Provider

<input type="checkbox"/> Available in an accessible media format and includes alternative text or subtitles		Provider
<input type="checkbox"/> Includes alternative text (image)		Provider
<input type="checkbox"/> Includes captions and subtitles (video)		Provider
<input type="checkbox"/> Includes flash accessibility functions (SWF)		Adobe
<input type="checkbox"/> Includes functionality that provides accessibility		Provider
<input type="checkbox"/> Complies with W3C Recommendations for web page		Evaluating Web Accessibility. Overview Web Accessibility Initiative (WAI) W3C

<input type="checkbox"/> Is a 508 compliant website		<u>U. S. Government</u>
<input type="checkbox"/> Available in the National Accessible Instructional Materials Standard (NIMAS) Format - Accessible XML		<u>NIMAC</u>
<input type="checkbox"/> Complies with National Center for Accessible Media (NCAM) Guidelines for Movies, Web, and Multimedia		<u>National Center for Accessible Media</u>
<input type="checkbox"/> Other: If the program includes audio/video cassettes, DVD/DVD-ROM or Blu-ray Disk, materials comply with production standards		ITA Standards DVD Forum Specification UDF 2.5 Blu-ray Disk Association

Accessibility Assurances Signature *

Please type your full first and last name below to act as your signature confirming that the Accessibility Assurances is complete.

I understand the VLA Requirements. *

I agree to the Terms of Service. *

For questions, please contact: VLP-VLA@virginia.edu

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PREVIEW