

# Approved Core Instructional Program Guide

— 2023 —



## CORE INSTRUCTIONAL PROGRAM REVIEWS: OVERVIEW

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

VDOE partnered with Virginia Literacy Partnerships (VLP) at the University of Virginia School of Education and Human Development to facilitate reviews of core instructional programs. The Core Instructional Program Review process is unique to Virginia and consists of two phases, each with discrete rubrics for each grade band. Rubrics were produced by VLP; reviewed by national experts, Virginia higher education partners, and Virginia educators; and posted online. Reviews were conducted by outstanding Virginia educators including administrators, reading specialists, and teachers from all eight regions. This review process was also designed to align with Virginia’s textbook adoption process.

The first review cycle in 2022-2023 evaluated K-3 core instructional programs for alignment with evidence based literacy instruction (EBLI)<sup>1</sup>, science-based reading research (SBRR),<sup>2</sup> and the Virginia Standards of Learning (SOL). The Board approved an initial [list](#) of K-3 core programs in July 2023 based on recommendations from the first review cycle.

In summer 2023, VLP launched the second Core Instructional Program Review cycle to review additional K-5 core instructional programs. This guide provides an overview of the core instructional programs recommended in the second cycle for approval by the VBOE. This list is the final result of a rigorous, multi-month process to identify best-in-class K-5 core instructional programs.

VDOE, in partnership with VLP, is in the process of conducting additional review cycles to evaluate supplemental (K-8) and intervention programs (K-8), to support full implementation of the VLA by the 2024-2025 school year.

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

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

## CORE INSTRUCTIONAL PROGRAM GUIDE: CONTENTS

Instructional program materials are one of the most important tools educators use to teach students how to read and write. Virginia is committed to ensuring all educators have high-quality instructional programs that 1) consist of EBLI, aligned with SBRR, and 2) correlate with Virginia SOLs. To this end, the Core Instructional Program Guide communicates the results of this rigorous review process to equip local Virginia educators and decision makers—those closest to students—with the information they need to select the core instructional program that will best support the literacy instruction of students in their division.

### **The Guide enables school divisions to begin to:**

- Select and implement evidence-based literacy instruction during core instructional programming as defined in the VLA;
- Understand the strengths and challenges of each approved core curriculum to guide purchasing decision and implementation, especially when considering supplemental resources;
- Select the option that best meets the needs of their students, educators and communities; and
- Ensure compliance with the VLA by the 2024-2025 school year as required by the law.

### **Included in the Guide are:**

1. A list of K-5 core instructional programs that Virginia educators determined to:
  - a) Consist of EBLI, aligned with SBRR; and
  - b) Correlate with Virginia SOLs.
2. A “Snapshot,” which is an overview of each approved program that summarizes the strengths and challenges of each program to help guide decision-making.

## APPROVED CORE INSTRUCTIONAL PROGRAM GUIDE

### K-5

- Amplify Education, Core Knowledge Language Arts 2e (CKLA2), 2022
- Benchmark Education Company LLC, Benchmark Advance, 2022
- Houghton Mifflin Harcourt, HMH Into Reading Virginia, 2020
- Imagine Learning LLC, Imagine Learning EL Education, First Edition, 2019
- McGraw-Hill, Open Court Reading, First Edition, 2023
- Open Up Resources, Bookworms Reading and Writing, 2022
- Savvas Learning Co., myView Literacy, 2020

### K-2

- Open Up Resources, EL Education Language Arts Curriculum, First Edition, 2017
- McGraw-Hill, Wonders, First Edition, 2023
- Zaner-Bloser, Inc, The Superkids Foundational Skills, 2020

### 4-5

- McGraw-Hill, Wonders, First Edition, 2022

# Core Knowledge Language Arts 2e

## SNAPSHOT

### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

### PROGRAM STRENGTHS

- Provides the materials and support for teachers to implement a systematic, explicit comprehensive literacy instruction program from a carefully built format that integrates foundational skills, background knowledge, and comprehension.
- Builds content knowledge through the use of rigorous texts that center complex concepts and ideas. The program uses materials to help students engage with the grade-level concepts and provides many opportunities for students to complete questions and tasks in reading, writing, listening, and speaking.
- Provides teachers aligned assessments with explicit guidance to help teachers make instructional decisions to best support the needs of all their students.

### PROGRAM CHALLENGES

- Materials have more limited vocabulary support, particularly in kindergarten and first grade. Teachers may benefit from additional supports for cumulative review of vocabulary words and additional student engagement opportunities with vocabulary words.
- Phonics and word study is not as strong in upper elementary grades. While materials are available, the program lacks specific guidance and devoted practice opportunities for students needing additional foundational skills work. Divisions may consider how to strengthen instruction for students in grades three through five who need additional support in phonics and word study.
- The content of the knowledge-building domains may not be accessible for all students. Teachers may need additional support implementing appropriate scaffolds to ensure all students are accessing the content from the text while maintaining the text complexity.
- Materials could be strengthened by providing additional support for small group instruction. The majority of the instruction in the program is designed for whole group lessons leaving the teacher to make many decisions regarding small group instruction and independent practice without guidance and support.

## THE BOTTOM LINE

Core Knowledge Language Arts (CKLA) is a comprehensive literacy instructional program that uses a knowledge building approach through the use of engaging units that build background knowledge and support student growth in foundational literacy skills. Divisions should explore the featured content to examine if it is applicable and accessible to their student population. Additional foundational skills practice might also be necessary to support students in upper elementary grades who need more opportunities for instruction and practice.

## CORE KNOWLEDGE LANGUAGE ARTS 2E

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics & Word Study						
Vocabulary						
Text Reading & Fluency	N/A					
Developing Comprehension & Background Knowledge						
Small Group Instruction & Independent Practice						
Writing						

Meets Expectations

Partially Meets Expectations

Does Not Meet Expectations

N/A = Not Assessed in This Grade Level

# Benchmark Advance

## SNAPSHOT

### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

### PROGRAM STRENGTHS

- Provides good levels of support for teachers, particularly novice teachers. Much of the instructional resources and materials include teacher language and rationale. The online portal and instructional materials are intuitive and easy to navigate, offering many tutorials, videos, and resources to support effective implementation.
- Establishes a close tie between assessment data and instruction. Most Benchmark Advance assessments offer guidance on how to use data to group students, inform instructional decision-making, and guide next steps in implementation.
- Offers a sound structured literacy plan with strong connections between small and whole group instruction, detailed and realistic pacing and implementation guidelines, and assessment that drives instruction in most program areas.
- Materials incorporate opportunities for diverse populations of readers to see themselves reflected in stories, illustrations, and photos throughout the program.
- Materials cover a range of science and social studies topics to support content knowledge development. The themes repeat each year, providing students with the opportunity to review previous skills and content while allowing them to increase their knowledge base.

### PROGRAM CHALLENGES

- Materials in lower elementary grades would be strengthened by additional supports for vocabulary and high-frequency word routines and instruction. Vocabulary routines might not provide sufficient student opportunities for practice and application of new words. In upper elementary grades, materials could be strengthened by providing cumulative review of previously learned vocabulary throughout the lessons. Additionally, materials provide limited opportunities for students to practice irregular high-utility words.
- The kindergarten program would benefit from stronger initial focus on phonological and phonemic awareness as well as letter-sound correspondence. The program provides limited guidance for teachers on corrective feedback and precise teacher language in kindergarten phonological and phonemic awareness instruction.
- As supportive and well-matched as this program is for novice teachers, veteran teachers may struggle with the lack of autonomy in selecting books and implementing unique, crafted lessons.
- Materials provide limited guidance for fluency feedback and self-monitoring for word accuracy. The feedback listed on the fluency routine is general.

## THE BOTTOM LINE

Benchmark Advance is a comprehensive core literacy program that offers teacher guidance and structured literacy materials for students in grades K-5. Students have opportunities to engage with texts and tasks that promote knowledge building. There is clear guidance and support for teachers using instructional materials. Divisions may consider how to strengthen vocabulary and high frequency word instruction in K-3, as well as additional supports for phonological and phonemic awareness instruction in kindergarten.

BENCHMARK ADVANCE	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics & Word Study						
Vocabulary						
Text Reading & Fluency	N/A					
Developing Comprehension & Background Knowledge						
Small Group Instruction & Independent Practice						
Writing						

Meets Expectations

Partially Meets Expectations

Does Not Meet Expectations

N/A = Not Assessed in This Grade Level



# HMH Into Reading

## SNAPSHOT

### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

### PROGRAM STRENGTHS

- The program provides strong foundational reading skills and integrates comprehension, background knowledge and writing instruction throughout separate modules and with a provided detailed scope and sequence. Students have opportunities to interact with and apply vocabulary instruction and have chances for writing application across many genres.
- The scope and sequence for phonics and phonological awareness instruction is easy for teachers to locate. In addition to the scope and sequence, there are additional resources to enhance teacher understanding and implementation of phonics and phonological awareness routines.
- Content is structured with themes and topics through connected texts that support interactive discussion to expand and deepen background knowledge. The program includes resources to assist teachers in identifying texts by indicating texts that include characters and settings that represent different backgrounds/ cultures as well as grade-level appropriate concepts.
- Provides a wide bank of resources for novice and veteran teachers such as literacy center guidance and printable literacy center resources. This program includes regular assessments that give teachers meaningful information and guidance to drive whole group instructional decisions, differentiate in small groups, and provide additional, individualized supports based on student need.

### PROGRAM CHALLENGES

- Materials would be strengthened by additional supports for vocabulary and high-frequency word routines and instruction. Vocabulary routines do not provide ample opportunities for student practice and application of new words outside of the vocabulary lessons.
- Although the program does provide lessons for small group instruction that reinforce skills introduced during whole group instruction, the small group lessons are not consistent in focus and range, and materials may be confusing for teachers to navigate and implement.
- Throughout the program there are opportunities and materials provided to assess students and guidance on how to score various assessments, but no guidance on how to use the data to group students or inform instruction.
- The program lists instructional routines to practice fluency, but Grade 5 materials are lacking a variety of genres of connected texts for students.

## THE BOTTOM LINE

HMH Into Reading provides a strong scope and sequence for foundational skills and guidance for assessment driven instructional decision-making. Modules organized around big ideas contain lessons for students to develop reading skills, vocabulary, comprehension, background knowledge and writing, and include texts that are high-quality, engaging, and appropriately complex. Divisions may want to consider ways in which to enrich vocabulary routines and practice and may consider a different approach to high-frequency word instruction. Divisions should also consider how to assist teachers in analyzing their data for grouping and further instruction.

## HMH INTO READING

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics & Word Study						
Vocabulary						
Text Reading & Fluency	N/A					
Developing Comprehension & Background Knowledge						
Small Group Instruction & Independent Practice						
Writing						

Meets Expectations

Partially Meets Expectations

Does Not Meet Expectations

N/A = Not Assessed in This Grade Level

# Imagine Learning EL Education

## SNAPSHOT

### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

### PROGRAM STRENGTHS

- Provides an explicit and systematic curriculum that combines a strong phonics component in grades K-2 with content-centered comprehension instruction that builds vocabulary and background knowledge.
- Provides many resources (e.g., lesson slides, teacher notes) for teachers that support both whole group instruction and small group instruction. Small group instruction is mapped out for teachers, including the independent activities for students not occupied with the teacher during small group time.
- Provides specific instructional guidance, including teacher language, clear student definitions for vocabulary terms, stopping points for read alouds, and language for modeling comprehension skills.
- Provides specific suggestions to help teachers support English Learners. Lessons highlight content that might be challenging for English Learners and provide differentiated scaffolds based on levels of English proficiency.
- Provides high-quality, diverse trade books to build deep understanding of specific topics. Students practice reading complex text and applying comprehension strategies.
- Vocabulary is explicitly taught, continually reviewed, and applied in discussion and writing. Students have ample opportunities to write for different purposes throughout each unit, while making connections to relevant content knowledge and vocabulary. Upper elementary grades receive robust writing instruction (e.g., research papers, narrative writing, poetry) that incorporates authentic writing processes such as brainstorming, revising, and including graphics.

### PROGRAM CHALLENGES

- Expects that most students in upper elementary grades have mastered basic phonics skills. Students who need additional phonics support utilize the Unlock Phonics computer program to receive asynchronous differentiated phonics instruction through videos and activities. Divisions may want to consider providing additional high-quality intervention programming in small groups beyond what is offered through the computer program.
- Provides limited decodable texts per week. The program includes one decodable text per week in grades K-2. Divisions should consider providing students with additional decoding practice and may need to supplement the program with additional decodable texts.
- Requires 3 hours (1 hour for Skills, 1 hour for Modules, and 1 hour for Labs) for lower elementary classrooms to implement the full K-2 instructional program and 2 hours for upper elementary classrooms. Divisions may need to revise their school schedule to fully implement this instructional program with fidelity.
- Although teacher's guides are detailed and thorough, teaching materials are difficult to navigate and lesson information is found in many different documents. Below-level instruction uses resources from previous grades, which would require teachers additional time to gather and prepare lessons.

## THE BOTTOM LINE

Imagine Learning EL Education provides a strong integrated and research-based literacy curriculum in an easy-to-use digital platform. Divisions may find it challenging to allocate the time required to implement all parts of the curriculum. Additionally, divisions may consider providing additional decodable texts and supplement fluency and phonics instruction to meet the needs of all students.

## IMAGINE LEARNING EL EDUCATION

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics & Word Study						
Vocabulary						
Text Reading & Fluency	N/A					
Developing Comprehension & Background Knowledge						
Small Group Instruction & Independent Practice						
Writing						

Meets Expectations

Partially Meets Expectations

Does Not Meet Expectations

N/A = Not Assessed in This Grade Level

# Open Court Reading

## SNAPSHOT

### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

### PROGRAM STRENGTHS

- Lessons are systematically designed to develop word recognition skills in lower elementary grades, including phonological and phonemic awareness and sound-spelling correspondences, and advanced word language skills in upper elementary grades, as well as language comprehension by building background knowledge and vocabulary.
- The scope and sequence for phonics and high-frequency words is aligned to the decodable texts that are included.
- The online portal's teaching materials are well-organized and easy to use, enabling teachers to navigate and implement the curriculum effectively. Furthermore, the program includes materials to build teacher capacity, including embedded professional development videos. This platform also includes assessment data which can aid differentiated instruction.
- Writing lessons are included throughout each unit with varying topics for different writing purposes and include instructional protocols for writing using graphic organizers, using checklists, modeling writing strategies, practice pages, presenting writing, and conferencing.

### PROGRAM CHALLENGES

- Open Court's materials consistently lack guidance on the composition of small groups based on data, support for intensifying or modifying small group lessons, and direction for implementing practice activities for independent work while the teacher is teaching small groups.
- Although there are assessments included in the program, there is limited guidance to help teachers make instructional decisions for whole group instruction, to differentiate for small group, to support individual student needs, and to provide specific feedback to struggling students.
- Does not provide a sufficient amount of review and practice opportunities, particularly for foundational skills to support all students to automaticity. Teachers may need to build in additional time for practice and review to ensure all students can master grade-level foundational skills.
- While novel study units are provided in upper elementary grades, teachers are expected to supply the novels for the studies; the publisher provides only the lessons. Additionally, while the anthologies contain a wide range of stories, it is not clear which stories are used for whole group and which may be adapted for small group instruction.
- Although teacher's guides are detailed and thorough, teaching materials are difficult to navigate and lesson information is found in many different documents. Below-level instruction uses resources from previous grades, which would require teachers additional time to gather and prepare lessons.

## THE BOTTOM LINE

Open Court provides systematic and explicit instruction in foundational skills that includes specific routines and builds knowledge and language comprehension skills in multiple genres through the use of strategies such as think alouds, story frames, etc. However, the program lacks specific guidance for teachers to provide corrective feedback and use data to scaffold whole group lessons and the formation of small groups. Additionally, divisions may need to support teachers in supplementing the curriculum with practice opportunities in foundational skills and ensuring previously taught skills are reviewed.

### OPEN COURT READING

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics & Word Study						
Vocabulary						
Text Reading & Fluency	N/A					
Developing Comprehension & Background Knowledge						
Small Group Instruction & Independent Practice						
Writing						

Meets Expectations

Partially Meets Expectations

Does Not Meet Expectations

N/A = Not Assessed in This Grade Level

# Bookworms Reading and Writing

## SNAPSHOT

### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

### PROGRAM STRENGTHS

- Offers an easy-to-implement structure of three components consisting of a shared reading block, small group block, and English Language Arts (ELA) block.
- Materials for teachers are easy to navigate and offer support for differentiated instruction. Professional development is included within the teacher's manuals and includes video webinars and written explanations of each of the highlighted components within the program.
- Program includes a varied collection of texts centered around a theme that facilitates vocabulary building. Students often work within the same text across multiple days which allows for deep conversation about the text and the opportunity to practice new vocabulary words.
- The writing component provides students opportunities to write across multiple genres, including narrative, opinion, and nonfiction as well as writing in response to readings.

### PROGRAM CHALLENGES

- Materials provide limited guidance for feedback and precise teacher language within each lesson. While veteran teachers may navigate this well, new teachers may need additional support delivering effective and efficient instructional explanations when introducing new skills or concepts.
- This program would be strengthened by providing additional practice opportunities in the areas of encoding and text reading. There is limited regular encoding practice and, while there is text available for practicing newly introduced phonetic elements, there are not additional decodable or controlled text books included with the program.
- Materials provide only a few complete sample small group foundational lessons and a generic lesson plan template. The program does not provide small group lesson plans for the whole year; as such, teachers will need continued support to effectively plan small group instruction for students over the course of the school year.
- Divisions adopting this curriculum may want to consider ways to incorporate additional titles into each module as some of the text used are dated and may not be representative of the community the division serves.

## THE BOTTOM LINE

Bookworms is a comprehensive core literacy program that offers an easy to implement structure and teacher guidance. Divisions should consider providing additional support to teachers to ensure lessons are delivered with an appropriate level of explicitness and practice opportunities. While some guidance on small group instruction is provided for lower elementary grades, divisions should consider how to support lower elementary grade teachers to properly integrate small group and whole group instruction and upper elementary grade teachers to support the needs of learners who may be struggling to obtain grade level skills.

## BOOKWORMS READING AND WRITING

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics & Word Study						
Vocabulary						
Text Reading & Fluency	N/A					
Developing Comprehension & Background Knowledge						
Small Group Instruction & Independent Practice						
Writing						

Meets Expectations

Partially Meets Expectations

Does Not Meet Expectations

N/A = Not Assessed in This Grade Level



## OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Meets Expectations
4th	Meets Expectations
5th	Meets Expectations

## PROGRAM STRENGTHS

- Includes a scope and sequence with an overview and roadmap of essential skills to be taught at each grade level.
- Provides comprehensive grade level Assessment Guides which includes ample research and a variety of assessments. Furthermore, the guides present authentic classroom scenarios with detailed notes to assist in establishing flexible groups to accommodate the needs of students.
- Provides a robust and comprehensive writing program for each grade level. The instructional practices are explicit, and students have authentic opportunities to write as well as interact with text. The Reading-Writing Bridge connects text-based tasks and purposeful writing.

## PROGRAM CHALLENGES

- Contains a large quantity of materials that may be time consuming or complex for teachers to navigate. While teachers will need to reference all materials to implement the program to fidelity, teachers will need to determine the most relevant pieces to accommodate every learner in their classroom.
- Consistently did not meet expectations for providing immediate and corrective feedback during instruction. Novice teachers may need additional guidance in providing corrective feedback to increase student outcomes.
- Utilizes running records and leveled readers for instruction, which are not in alignment with evidence-based literacy instruction. While the use of decodable text is emphasized throughout the units, teachers may need guidance on implementing only those materials that align with evidence-based literacy instruction.


## THE BOTTOM LINE


myView is a comprehensive core literacy program. The program addresses a broad range of literacy skills, and instructional practices align with evidence-based literacy instruction except for the use of leveled text and running records. There is an appropriate balance between rich fiction and non-fiction text to aid in the development of vocabulary and comprehension. Daily routines support explicit instruction and sufficient practice for mastery. The program includes many opportunities for students to practice skills, but teachers may need additional guidance to carefully select only essential print and digital material.

## MYVIEW

	K	1st	2nd	3rd	4th	5th
Phonological & Phonemic Awareness	Meets Expectations	Meets Expectations	N/A	N/A	N/A	N/A
Phonics & Word Study	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Vocabulary	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Text Reading & Fluency	N/A	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Developing Comprehension & Background Knowledge	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Small Group Instruction & Independent Practice	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Writing	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations

 Meets Expectations

 Partially Meets Expectations

 Does Not Meet Expectations

N/A = Not Assessed in This Grade Level

# EL Education Language Arts Curriculum

First Edition

SNAPSHOT

## OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Does Not Meet Expectations

## PROGRAM STRENGTHS

- Provides explicit and systematic instruction that combines a strong phonics component in kindergarten through second grade that centers content-driven comprehension instruction that builds vocabulary and background knowledge.
- Provides resources (e.g., lesson slides, teacher notes) for teachers that support both whole group instruction and small group instruction. Small group instruction for kindergarten through third grade is well-designed and includes independent student practice opportunities while the teacher facilitates small groups.
- Provides specific instructional guidance, including teacher language, clear student definitions for vocabulary terms, stopping points for read alouds, and language for modeling comprehension skills.
- Provides high-quality, diverse trade books to build deep understanding of specific topics. Students practice reading complex text and applying comprehension strategies.
- Provides specific suggestions to help teachers support English Learners. Lessons highlight content that might be challenging for English Learners and provides differentiated scaffolds based on levels of English proficiency.
- Provides a strong sequence to build content knowledge and vocabulary. Vocabulary is explicitly taught, reviewed, and applied through discussion and writing. Students have ample opportunities to write for different purposes throughout each unit, while making connections to grade-level appropriate content knowledge and vocabulary.


























## PROGRAM CHALLENGES

- Grade 3 instructional materials did not meet expectations because it does not include phonics instruction. The phonics scope and sequence in Open Up Resources EL is completed by second grade.
- Includes one decodable text per week in grades K-2. Divisions should consider providing additional practice decoding in context for these students.
- Requires 3 hours (1 hour for Skills, 1 hour for Modules, and 1 hour for Labs) to implement the full K-2 instructional program. Divisions may need to revise their school schedule to fully implement this instructional program with fidelity.
- Although teacher's guides are detailed and thorough, teaching materials are difficult to navigate and lesson information is found in many different documents. Below-level instruction uses resources from previous grades, which would require teachers additional time to gather and prepare lessons.


## THE BOTTOM LINE


Open Up Resources provides a strong integrated and research-based literacy curriculum in an easy-to-use digital platform. Divisions may find it challenging to allocate the time required to implement all parts of the curriculum in Grades K-2. Additionally, the program did not meet expectations in third grade because of the lack of systematic, explicit instruction in phonics and word study that will be necessary for many students.

## EL EDUCATION LANGUAGE ARTS CURRICULUM

	K	1st	2nd	3rd
Phonological & Phonemic Awareness			N/A	N/A
Phonics & Word Study				
Vocabulary				
Text Reading & Fluency	N/A			
Developing Comprehension & Background Knowledge				
Small Group Instruction & Independent Practice				
Writing				

 Meets Expectations

 Partially Meets Expectations

 Does Not Meet Expectations

N/A = Not Assessed in This Grade Level

# Imagine Learning EL and Open Up EL Similarities

## Both Imagine Learning EL and Open Up EL...

<b>Design of Curriculum</b>	<ul style="list-style-type: none"> <li>• Use the Universal Design for Learning to include multiple means of representation, expression and engagement</li> <li>• List the guiding principles of mastery of knowledge and skills, high-quality student work, and character</li> <li>• Structure lessons around the Four T's (Topics, Tasks, Targets and Texts)</li> <li>• Include Habits of Character/Socio-Emotional Components</li> <li>• Include Conversation Cues to encourage productive and equitable conversations</li> </ul>
<b>Pacing and Time</b>	<ul style="list-style-type: none"> <li>• Contain four modules each year and cover the same topics</li> <li>• Include "flex time" into the schedule for reteaching or extension</li> <li>• Recommend 1 hour for Module lessons and 1 hour for the ALL Block</li> </ul>
<b>Lessons</b>	<ul style="list-style-type: none"> <li>• Have the same lessons. The Imagine Learning EL narrative lesson plan is the same as the Open Up EL lesson plan. (Imagine Learning also includes digital slides for teaching, which Open Up EL does not have)</li> <li>• Include the same guiding questions, big ideas, learning targets and standards</li> <li>• Include the same Opening, Work Time, and Closing/Assessment and Homework</li> <li>• Include the same vocabulary words</li> <li>• Include the same writing lessons and writing rubrics</li> </ul>
<b>Texts</b>	<ul style="list-style-type: none"> <li>• Use the same books (Open Up also lists the tests that are written as part of the program. Imagine Learning EL uses those texts but does not list them separately in the Text List)</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Assess with the same materials</li> <li>• Use the same performance tasks</li> </ul>
<b>Teacher Information</b>	<ul style="list-style-type: none"> <li>• Include information about how each lesson links to past and future lessons</li> <li>• Provide a Module overview at the beginning of each module and a Unit overview at the beginning of each unit</li> <li>• Outline the preparation and materials for each lesson</li> <li>• Link the module lessons to the ALL Block content</li> </ul>

## Both Imagine Learning EL and Open Up EL...

<b>Information to Support Students</b>	<ul style="list-style-type: none"> <li>• Provide information on supporting English Language Learners with options for lighter support and heavier support</li> <li>• Provide suggestions to support students who need additional help with comprehension or vocabulary</li> <li>• Incorporate language dives to support students' understanding of sentences</li> </ul>
<b>ALL Block</b>	<ul style="list-style-type: none"> <li>• Provide the same lessons and instructional materials for the ALL Block (except Imagine Learning includes computer program Unlock Phonics)</li> <li>• Suggest the same time and rotation schedule</li> <li>• Group students in the ALL Block and differentiate instruction</li> </ul>
<b>Additional Content</b>	<ul style="list-style-type: none"> <li>• Provide option extension ideas</li> <li>• Provide content connections</li> <li>• Use classroom protocols to ensure equal participation and accountability</li> <li>• Provide a parent letter for homework (only Imagine Learning EL provides the letter in Spanish)</li> <li>• Include an optional Life Sciences component that could be paired with the literacy lessons</li> <li>• Link implementation resources</li> <li>• Provide suggestions for how to include additional technology and multimedia</li> </ul>

### Additional Differences

- Imagine learning has parent homework letters in Spanish
- Imagine Learning has a video for the beginning of each module which has optional Spanish captions

### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations
3rd	Does Not Meet Expectations
4th	Meets Expectations
5th	Meets Expectations

### PROGRAM STRENGTHS

- Provides a strong development of comprehension and background knowledge and integrates vocabulary development and writing instruction through units organized around big ideas. Students have ample opportunities to interact with vocabulary as well as writing opportunities across a variety of genres. Materials are designed to elicit high levels of student engagement and interest.
- Supports teachers to provide small group instruction that aligns with whole group instruction.
- Teacher materials (including a handbook, overview guide, videos, and workshops) are oriented to guide teachers to effective implementation, including step-by-step guides and consistent routines across instruction with example language for corrective feedback.
- The program provides avenues and materials for differentiation and scaffolding across skill areas. Teachers can generate student progress reports and refer to guidance documents to form needs-based small groups.

### PROGRAM CHALLENGES

- Grade 3 instructional materials did not meet expectations overall because of phonics, text reading and fluency, and small group instruction criteria. The Tier 1 program does not provide time or materials for grade 3 students to practice with decodables.
- Includes decodables, however the program also prominently features instruction with leveled texts. The leveled texts are not in alignment with the phonics scope and sequence. While the leveled texts are not accompanied by instructional procedures that encourage cueing, students may rely on picture support and patterned text to read the text, rather than letter-sound correspondence.
- Materials would be strengthened by more explicit instruction and additional practice opportunities for phonics, high-frequency words, and fluency. The Tier 1 program does not provide ample instruction in phonics or fluency for 4th and 5th grade students.
- Contains more resources and materials than can be reasonably completed within a regular school year. Additionally, materials provide limited guidance on how to prioritize various components of the program, requiring teachers to decide what to include and what to leave out.

## THE BOTTOM LINE

Wonders provides strong instructional routines for the development of comprehension and background knowledge, vocabulary, and writing. Although the program provides some phonics and fluency instruction, divisions should consider how to provide guidance and support for teachers to ensure that students have sufficient Tier 1 practice with decodable texts and opportunities to develop phonics and fluency skills.

### WONDERS

	K	1st	2nd	3rd (Not Approved)	4th	5th
Phonological & Phonemic Awareness			N/A	N/A	N/A	N/A
Phonics & Word Study						
Vocabulary						
Text Reading & Fluency	N/A					
Developing Comprehension & Background Knowledge						
Small Group Instruction & Independent Practice						
Writing						

Meets Expectations

Partially Meets Expectations

Does Not Meet Expectations

N/A = Not Assessed in This Grade Level



### OVERALL RATING

K	Meets Expectations
1st	Meets Expectations
2nd	Meets Expectations

### PROGRAM STRENGTHS

- Cultivates strong vocabulary development and comprehension skills. Each instructional unit presents vocabulary that is woven through both reading and writing instruction as students engage with words authentically and in text. Decodables and read alouds expose students to content area vocabulary and build background knowledge.
- Provides differentiation activities during each lesson. All activities are aligned with whole group foundational skills.
- Includes a detailed lesson plan for each day of instruction. The plan includes essential components and skills as well as suggested time allotment.




















### PROGRAM CHALLENGES

- Includes little evidence of data-driven decision making. Assessments are present, but not plentiful. The program provides minimal evidence of using formal and informal data for the composition of flexible groups.
- Lacks explicit systematic instruction of foundational skills in small group instruction though additional independent activities are suggested.
- Includes a leveled library for reading practice each day. While decodable books are also referenced, leveled readers are not aligned with evidence-based literary instruction and are not recommended for use in stagnant small groups.
- Does not provide direct support to teachers on providing feedback outside of the Check and Correct materials. Novice teachers will need support and guidance on providing immediate and corrective feedback to increase student outcomes.
- Contains a large quantity of materials that may be time consuming or complex for teachers to navigate.


## THE BOTTOM LINE


ZB Superkids is a core reading program that provides systematic instruction in all areas of literacy. The Foundational Skills Kit must accompany the reading program to implement a comprehensive program with fidelity. Divisions should consider integrating the optional phonemic awareness activities within units of instruction for first and second grades as they are not displayed on the scope and sequence. The program provides a daily lesson structure for teachers to follow with ease. Materials and resources are plentiful, but teachers will need sufficient time to navigate the print and digital materials to identify the essentials for literacy instruction.

## ZB SUPERKIDS

	K	1st	2nd
Phonological & Phonemic Awareness			N/A
Phonics & Word Study			
Vocabulary			
Text Reading & Fluency	N/A		
Developing Comprehension & Background Knowledge			
Small Group Instruction & Independent Practice			
Writing			

 Meets Expectations

 Partially Meets Expectations

 Does Not Meet Expectations

N/A = Not Assessed in This Grade Level