

# THE VIRGINIA LITERACY ACT

First Review of Supplemental Instructional Program Guide  
and Intervention Instructional Program Guide

**VIRGINIA DEPARTMENT OF EDUCATION**

# OBJECTIVE AND AGENDA

## Objective:

First review of *Supplemental Instructional Program Guide K-5* and *Intervention Instructional Program Guide K-5*

## Agenda:

- Overview of the Virginia Literacy Act (VLA)
- Review Process for Supplemental and Intervention Instructional Programs
- Recommended Supplemental Instructional Program Guide
- Recommended Intervention Instructional Program Guide
- Next Steps

# Overview of the VLA

# WHY WE NEED THE VLA

**To...**

**Reverse the trend  
in literacy levels**



**Address learning  
loss from the  
pandemic**



**Virginia must...**

**Provide support  
for increasing  
numbers of at-risk  
readers**



**Provide teachers with  
evidence-based  
instructional strategies  
and curricula**



**Which will help...**

**Ensure  
all children  
read at  
benchmark in  
K-5**



# KEY COMPONENTS OF THE VLA

- 1. Defines Evidence-Based Literacy Instruction and Science-Based Reading Research**
- 2. Aligns Core Curricula, Supplemental, and Intervention Materials**
  - Requires all divisions to use core instructional (K-5), supplemental (K-8), and intervention (K-8) programs in grades K-8 that are aligned with science-based reading research, as set out in their literacy plan.
  - Adds a division-wide staffing ratio of one reading specialist per 550 students in K-5 and one reading specialist for each 1,100 students in 6-8.
- 3. Requires Professional Development for Reading Specialists, Teachers, and Principals**
- 4. Partners with Families**
  - Ensures parents are engaged in student reading plans and have access to resources.
- 5. Aligns Educator Preparation and Licensure**
  - Requires certain educator preparation programs to ensure candidates have a program of coursework and demonstrate mastery in science-based reading research and evidence-based literacy instruction.
  - Requires literacy assessment for licensure or alternate route to licensure with certain endorsements.
  - Establishes a micro-credential program for add-on reading specialist endorsement.

# Review Process for Supplemental and Intervention Instructional Programs

# DEFINITION OF SUPPLEMENTAL AND INTERVENTION INSTRUCTIONAL PROGRAMS

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

**Intervention:** Intervention programs provide systematic, explicit evidence-based instruction (EBLI) aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

# DEVELOPMENT OF RUBRICS

The VDOE partnered with Virginia Literacy Partnerships (VLP) at the University of Virginia to design and implement a rigorous and comprehensive review process that is unique to Virginia, starting with the development of rubrics by grade band. To produce the rubrics, VDOE and VLP:

- Examined rubrics in other states that have similar requirements or passed similar legislation;
- Sought and incorporated feedback from national experts, Virginia K-12 educators and colleagues in higher education;
- Posted rubrics online and shared with vendors in advance; and
- Ensured that rubrics fully align with the law.



# PROCESS FOR REVIEWS

Using the established rubrics, VLP and VDOE facilitated reviews of K-5 supplemental and intervention instructional programs through a robust process led by Virginia educators.

- Reviewers included competitively-selected teachers, reading specialists, administrators, division representatives, and other educational leaders from all 8 regions of Virginia.
- The facilitator team was comprised of literacy experts who trained reviewers to norm on the rubrics and guide the process.
- Reviewers independently evaluated programs using a comprehensive rubric. Facilitators met with review teams weekly to compile review findings and build consensus.
- Facilitators then integrated findings to reach a final result and normed across all program submissions.

# ALIGNMENT WITH TEXTBOOK ADOPTION

To support local procurement, the VDOE worked with VLP to align this review process with the textbook adoption process by:

- Requiring vendors to complete all certification forms;
- Demonstrating correlations with the Standards of Learning (SOLs);
- Soliciting reviewers who included educators and content specialists, represented all regions of Virginia and completed conflict of interest forms;
- Providing for public examination of materials prior to final review by the Board; and
- Establishing a mechanism for ongoing public comment.

# Supplemental Instructional Program Guide

# SUPPLEMENTAL INSTRUCTIONAL PROGRAMS

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

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

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

# SUPPLEMENTAL INSTRUCTIONAL PROGRAM GUIDE

The *Supplemental Instructional Program Guide* aims to clearly communicate the results of this rigorous review process and to equip educators and decision makers with the necessary information to determine what program will best support the literacy instruction of students in their division.

This guide includes:

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

# RECOMMENDED SUPPLEMENTAL INSTRUCTIONAL PROGRAMS

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

Provider	Program	Recommended Use
Curriculum Associates	Magnetic Reading Foundations, 2023	Phonological and Phonemic Awareness K-1; Phonics K-2; Fluency 1-2
EPS Operations	Megawords, 2nd Edition, 2010	Phonics 4-5
EPS Operations	Wordly Wise 3000 and Wordly Wise i3000 (Online, Student Workbooks, Teacher Guide), 2017	Vocabulary K-5
Flyleaf Publishing	Emergent Reader Series, Complete Classroom Set with Foundational Skills & Close Reading Teacher's Guides and Book Set, 2014	Fluency 1
Letterland	Kindergarten Pack, Grade One Pack, Grade Two Pack, First Edition, 2008	Phonics K-2
Literacy Edventures	Foundations to Fluency, 2021	Phonics K-2
Literacy Resources	Bridge to Reading Foundational Skills for Kindergarten and First Grade, Classroom Kits, 2023	Phonics K-1
McGraw Hill	Actively Learn, 2020	Comprehension 3-5; Writing 3-5

# RECOMMENDED SUPPLEMENTAL INSTRUCTIONAL PROGRAMS

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

Provider	Program	Recommended Use
Newsela, Inc.	Newsela ELA, 2023	Comprehension 3-5
Savvas Learning Company	Savvas Essentials: Foundational Reading, 2023	Phonological and Phonemic Awareness K-1; Phonics K-2
Scholastic	Ready4Reading, 1st Edition, 2023	Phonics K-3
Sortegories	Sortegories 3.0, 2022	Phonological and Phonemic Awareness K-1 ;Phonics K-3
Teacher Created Materials	Focused Phonics, 1st Edition, 2023	Phonological and Phonemic Awareness K; Phonics K
University of Florida Literacy Institute	UFLI: Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022	Phonics K-2
Vantage Learning	MyAccess! 2006	Writing 5
Wilson Language Training	Foundations Level K, 1 & 2, Second Edition, 2020	Phonics K-2
Reading A-Z, LLC	Writing A-Z, 2023	Writing K-5
Zaner-Bloser	The Superkids Foundational Skills Kit, 2020	Phonics K-2

# DID NOT MEET EXPECTATIONS IN SOME COMPONENTS

The following programs met the criteria for Instructional Design and Usability and Support and met expectations for some components for which they applied but **did not meet expectations for one or more other components** for which they applied. These programs are **not recommended for use in instruction outside of the recommended components**.

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



# DID NOT MEET EXPECTATIONS IN SOME COMPONENTS

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Provider	Program	Recommended Use	Not Recommended
IXL Learning	IXL English Language Arts, 2023	Phonological and Phonemic Awareness K-1; Phonics K-3	Fluency 1-5; Vocabulary 2-5
Learning A-Z	Foundations A-Z, 2023	Phonological and Phonemic Awareness K-1; Phonics K-5 Fluency 1-5	Vocabulary K-5
Learning A-Z	Raz-Plus, 2023	Phonological and Phonemic Awareness 1; Phonics K-2 Fluency 1-5; Writing 2-5	Phonological and Phonemic Awareness K; Phonics 3-5; Vocabulary K-5; Comprehension K-5; Writing K-1
Learning Without Tears	Phonics, Reading, and Me, 1st edition, 2023	Phonological and Phonemic Awareness K-1	Phonics K-3; Fluency 1-3; Vocabulary K-3 Comprehension K-3; Writing K-3
Lexia Learning	Lexia Core5 Reading, V4.7.4, 2013	Phonological and Phonemic Awareness K-1; Phonics K-5; Fluency 1-5; Vocabulary K-5; Comprehension K-5	Writing K-5
Read Naturally	Read Live, 2023	Fluency 2-3	Phonics K-5; Fluency 1 and 4-5

# DID NOT MEET EXPECTATIONS IN SOME COMPONENTS

The following programs met the criteria for Instructional Design and Usability and Support and met expectations for some components for which they applied but **did not meet expectations for one or more other components** for which they applied. These programs are **not recommended for use in instruction outside of the recommended components**.

Provider	Program	Recommended Use	Not Recommended
Really Great Reading	Countdown, 2017	Phonological and Phonemic Awareness K Phonics K	Vocabulary K
Really Great Reading	Blast, First Edition, 2014	Phonological and Phonemic Awareness 1 Phonics 1	Fluency 1 Vocabulary 1
Really Great Reading	HD Word, 1st Edition, 2015	Phonics 2-3 Fluency 2-3	Vocabulary 2-3
Voyager Sopris	REWARDS Intermediate, 2nd edition, 2014	Phonics 4-5	Fluency 4-5, Vocabulary 4-5
Zaner-Bloser	Spelling Connections: A Word Study Approach, 2022	Phonics 2-5	Phonics 1

# EXAMPLE SUPPLEMENTAL SNAPSHOT

## Literacy Resources, LLC Heggerty Phonemic Awareness SUPPLEMENTAL SNAPSHOT

### APPROVED USE

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

### PROGRAM STRENGTHS

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

### PROGRAM CHALLENGES

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

### THE BOTTOM LINE

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

### CRITERIA OVERVIEW

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

- Approved for Use
- Not Approved for Use

N/A = Not Assessed in This Grade Level



Meets expectations in all components applied for

## Center for the Collaborative Classroom Being a Reader: Small Group Reading Sets 1-12 SUPPLEMENTAL SNAPSHOT

### APPROVED USE

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

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

### PROGRAM STRENGTHS

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

### PROGRAM CHALLENGES

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

### THE BOTTOM LINE

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

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

### CRITERIA OVERVIEW

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

- Approved for Use
- Not Approved for Use

N/A = Not Assessed in This Grade Level



Meets expectations in some but not all components applied for

# Intervention Instructional Program Guide

# INTERVENTION INSTRUCTIONAL PROGRAMS

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

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

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

# INTERVENTION INSTRUCTIONAL PROGRAM GUIDE

The *Intervention Instructional Program Guide* aims to clearly communicate the results of this rigorous review process and to equip educators and decision makers with the necessary information to determine what program will best support the literacy instruction of students in their division.

This guide includes:

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

# RECOMMENDED INTERVENTION INSTRUCTIONAL PROGRAMS

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

Provider	Program	Recommended Use
95 Percent Group	95 Comprehension, 1st Edition, 2012	Comprehension
95 Percent Group	Vocab Surge A&B, 1st Edition, 2013	Vocabulary
Amplify	mCLASS Intervention, 4th Edition, 2023	Phonological and Phonemic Awareness; Phonics; Fluency; Vocabulary; Comprehension
Benchmark Education	Benchmark Phonics Intervention, 2022	Phonological and Phonemic Awareness; Phonics; Fluency
Center for the Collaborative Classroom	SIPPS, 4th Edition, 2020	Phonological and Phonemic Awareness; Phonics
EPS Operations	SPIRE 4th Edition, 2017, with Sounds Sensible, 3rd Edition, 2020	Phonological and Phonemic Awareness; Phonics; Fluency
Houghton Mifflin Harcourt	Read 180, 2023	Phonological and Phonemic Awareness; Phonics; Fluency; Vocabulary; Comprehension
Lexia Voyager Sopris	Language! Live, 2nd Edition, 2002	Phonological and Phonemic Awareness; Phonics; Fluency; Vocabulary; Comprehension
Lindamood-Bell	Visualizing & Verbalizing for Language Comprehension and Thinking, 2008	Comprehension

# RECOMMENDED INTERVENTION INSTRUCTIONAL PROGRAMS

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

Provider	Program	Recommended Use
The Literacy Lab	Reading Corps, 2022-23	Phonological and Phonemic Awareness; Phonics; Fluency
Literacy Resources	Bridge the Gap: Intervention Lessons, 2020	Phonological and Phonemic Awareness
Lexia Learning Systems	Lexia Core5 Reading V4.7.4, 2013	Phonological and Phonemic Awareness; Phonics; Fluency; Vocabulary; Comprehension
Lexia Voyager Sopris	Voyager Passport, 3rd Edition, 2022	Phonological and Phonemic Awareness; Phonics; Fluency; Vocabulary Comprehension
Reading Simplified	Reading Simplified Academy, 2023	Phonological and Phonemic Awareness; Phonics; Fluency
Really Great Reading	HD Word, 2015	Phonological and Phonemic Awareness; Phonics; Fluency
Really Great Reading	Countdown, 2017	Phonological and Phonemic Awareness; Phonics; Fluency
Really Great Reading	Blast Foundations, 2014	Phonological and Phonemic Awareness; Phonics; Fluency
Sortegories	Sortegories 3.0, 2022	Phonological and Phonemic Awareness; Phonics
Wilson Language Training	Foundations Levels K, 1, 2, Second Edition, 2020	Phonics



# NOT MEET EXPECTATIONS IN SOME COMPONENTS

The following programs met the criteria for Instructional Design and Usability and Support and met expectations for some components for which they applied but **did not meet expectations for one or more other components** for which they applied. These programs are **not recommended for use in instruction outside of the recommended components**.

Provider	Program	Recommended Use	Not Recommended
Ancora Publishing	The Third Quest/The Third Quest's Parallel Universe, 2018	Fluency	Phonological and Phonemic Awareness; Phonics; Vocabulary; Comprehension
Curriculum Associates	Phonics for Reading, 2011	Phonics; Fluency	Phonological and Phonemic Awareness
Imagine Learning	Imagine MyPath, 2023	Phonological and Phonemic Awareness; Comprehension	Phonics; Fluency; Vocabulary
Lindamood-Bell	Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling, Second Edition, 2013	Phonological and Phonemic Awareness; Phonics	Fluency
Pearson	Spell-LINKS to Reading & Writing, 2017	Phonological and Phonemic Awareness; Phonics; Fluency	Vocabulary; Comprehension
Read Naturally	Read Live, 2023	Fluency	Phonological and Phonemic Awareness; Phonics
Wilson Language Training	Wilson Reading System, Steps 1-6, 4th Edition, 2018	Phonics; Fluency; Vocabulary; Comprehension	Phonological and Phonemic Awareness
Winsor Learning	Sonday System 1, 12th Edition, 2000	Phonics	Phonological and Phonemic Awareness; Fluency; Vocabulary; Comprehension

# EXAMPLE INTERVENTION SNAPSHOT

## Amplify Education **mCLASS** INTERVENTION SNAPSHOT

### APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

### PROGRAM STRENGTHS

- The program materials use clear language and consistent routines across the 10-day lesson guides. The lesson guides are easy to navigate and streamline access from the scripted plans directly to corresponding teacher resources.
- The program offers extensive teacher training on science-based reading research, lesson guide navigation, and how to interpret student data. Training is provided via video tutorials, teaching guides, and explanations embedded within lessons.
- The lessons are systematic and explicit in their design. The program includes scripted lessons with ongoing teacher modeling, an emphasis on spiral review, the use of multisensory teaching approaches, and regular opportunities for students to practice towards mastery.
- The program identifies and organizes students into groups for intervention based on needed skill areas identified by time-efficient assessments.
- The lessons follow a systematic scope and sequence connecting foundational literacy skills including phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension.

### PROGRAM CHALLENGES

- While the program offers many opportunities for students to practice decoding, the program provides limited practice opportunities for encoding. The program does not provide a consistent dictation routine for segmenting and encoding words and sentences.
- While the program follows an overarching scope and sequence for introducing increasingly difficult irregular words through explicit instruction, these words are not grouped according to spelling pattern. The scope and sequence is determined by a student's ability to decode irregular high-frequency words without drawing explicit attention to their spelling.

### THE BOTTOM LINE

*mClass* provides a comprehensive and easy-to-use intervention program targeting foundational literacy skills. The program uses assessment data to identify and direct teachers and students to the needed starting point for support. Through explicit and systematic instruction based on a robust scope and sequence, students receive multiple opportunities to apply introduced literacy skills.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	●
Phonics and Word Analysis	●
Fluency for Automatic Word Recognition	●
Vocabulary	●
Text Reading for Comprehension	●

● Approved for Use  
○ Not Approved for Use



Meets  
expectations  
in **all**  
components  
applied for

## Lindamood-Bell **Seeing Stars** INTERVENTION SNAPSHOT

### APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness and phonics.

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

### PROGRAM STRENGTHS

- The lessons are systematically designed to support student acquisition and application of foundational literacy skills including the alphabetic principle, phonemic awareness, and phonics skills.
- Throughout the program, students receive multiple opportunities to decode and encode single-syllable and multisyllabic words.
- The program provides extensive guidance for teacher language and examples of corrective feedback.
- The program materials include tools for progress monitoring. The program also provides guidance for teachers regarding how to scaffold phonological and phonemic awareness instruction based on progress monitoring data.
- Lessons include frequent opportunities for student responses and engagement (e.g., air writing, Socratic seminar discussions, verbal responses).

### PROGRAM CHALLENGES

- Materials provide limited support for multilingual learners.
- While the program promotes symbol imagery, the program does not explicitly teach letter formation or articulation.
- Divisions will want to consider that the program recommends providing 30-45 minutes of targeted instruction for Tier 2 learners 4-5x/week, and 60-120 minutes of daily, targeted instruction for Tier 3 learners, in addition to Tier 1 instruction.
- The program provides guidelines for instruction with decodable text to make meaning, but it does not provide passages or explicit comprehension instruction to support meaning making from the texts.

### THE BOTTOM LINE

*Seeing Stars* is an intervention program that supports student development in the areas of phonics and phonological and phonemic awareness. The program provides systematic and explicit guidance for instruction in phonemic awareness and phonics, ranging from letter names and sounds, to single-syllable and multisyllabic words. The program includes progress monitoring tools and regular assessment to track student progress over time. Additionally, divisions will need to consider that the program materials provide limited guidance for teaching multilingual learners.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	●
Phonics and Word Analysis	●
Fluency for Automatic Word Recognition	○

● Approved for Use  
○ Not Approved for Use



Meets  
expectations in  
some but not  
**all**  
components  
applied for

Next Steps

# NEXT STEPS

- VBOE will review the *Recommended Supplemental Instructional Program* and *Recommended Intervention Instructional Program* Guide for approval at its next meeting in April.
- Materials will be available for public review.