

Approved Supplemental Instructional Program Guide 6-8



SUPPLEMENTAL PROGRAM REVIEW

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

VDOE partnered with Virginia Literacy Partnerships (VLP) at the University of Virginia School of Education and Human Development to facilitate reviews of instructional programs. The Instructional Program Review Process is unique to Virginia. The review process for core, intervention, and supplemental materials evaluated instructional programs for alignment with evidence-based literacy instruction (EBLI)¹, science-based reading research (SBRR)², and the Virginia Standards of Learning (SOL). Rubrics were produced by VLP; reviewed by national experts, Virginia higher education partners, and Virginia educators; and posted online. Reviews were conducted by outstanding Virginia educators including administrators, reading specialists, and teachers from all eight regions. This review process was also designed to align with Virginia’s textbook adoption process.

This approved guide is the culmination of the 2025 Grades 6-8 Supplemental Program Review. A supplemental program provides evidence-based instruction aligned to science-based reading research in order to provide additional practice and/or instruction aligned to student or class needs. Supplemental materials are used to enhance grade-level instruction.

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

- Word Analysis
- Fluency
- Vocabulary
- Comprehension
- Writing

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

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

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

TABLE OF CONTENTS FOR SUPPLEMENTAL GUIDE

Included in the Guide are:

1. A list of Grades 6-8 supplemental 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 Grades 6-8 supplemental 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.

Supplemental Programs that Met Expectations in All Reviewed Components:

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

Provider	Program	Approved Use
Chesapeake Public Schools	Morphology Grades 6-8, 2024	Word Analysis
EPS Operations	SPIRE Next, 1st Edition, 2023	Comprehension
Great Books Foundation	Junior Great Books Series 6-8, First Edition, 2020	Comprehension
IXL Learning, Inc.	IXL ELA, 2023	Comprehension
Lexia Learning Systems	Lexia PowerUp Literacy v5.2.2, 2024	Word Analysis Fluency Vocabulary Comprehension
McGraw Hill	Actively Learn, 2020	Comprehension
Membean, Inc.	Membean, 2010	Vocabulary
NoRedInk Corp.	NoRedInk Premium, 2024	Writing
Perfection Learning	Connections: Writing & Language Edition, 2020	Writing
Scholastic Inc.	Scholastic Action Magazine, 2023	Comprehension
Scholastic Inc.	Scholastic Scope Magazine, 2023	Comprehension

Chesapeake Public Schools

Morphology Grades 6-8

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for word analysis in grades 6-8.

PROGRAM STRENGTHS

- The program provides explicit instruction and feedback for morphology to support decoding and encoding instruction in a logical and sequential order, as well as spiral review of content that was previously taught in each weekly lesson plan.
- Daily lessons provide opportunities to connect word reading to meaning and practice with breaking apart and understanding meaningful word parts through an explicit lesson, application in independent practice, and corrective feedback from the teacher.
- The program includes encoding practice with the newly taught affix or root in daily lessons and provides students with multiple opportunities a week to practice applying their knowledge of word parts in both morphology and spelling patterns.
- Lessons and materials are extremely accessible and well-organized, and the provided Program Guide is helpful for novice users of the program.


PROGRAM CHALLENGES

- While the program uses strategies that are best practices in word analysis, there is no mention of specific strategies for multilingual learners.
- The program is accessible via Google Drive. Divisions will want to confirm that material is current, up-to-date, and not modified throughout implementation.

THE BOTTOM LINE

Morphology Grades 6-8 provides explicit and systematic instruction in word analysis and morphology for supporting both decoding and encoding. The program includes easy-to-navigate daily lesson plans that explicitly teach the meaningful parts of words, provide opportunities for students to practice taught skills independently, and give guidance to teachers for corrective feedback. Divisions will want to consider additional support for multilingual learners.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Word Analysis	

 Approved for Use

 Not Approved for Use

EPS Operations **SPIRE Next**

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades 6-8.

PROGRAM STRENGTHS

- The resources found in the program are well-organized, and the Overview document details the connection between all the materials. The Teacher’s Manual provides very detailed instructional plans, which are color-coded to further enhance the organizational structure of the materials.
- The program offers many assessment opportunities and provides teachers with a substantial amount of data that can be used to inform instruction and understand student progress.
- Each unit includes a three-text set that allows students to slowly build understanding and think more critically about the content. The “Three-Read Procedure” includes three readings of the text, all of which have a stated purpose and follow a before/during/after format.
- The materials—highlighted by the numerous annotations found throughout the Teacher’s Manual that address the diverse needs of students—encourage active student engagement through discussions, group work, and comprehension activities.

PROGRAM CHALLENGES


- While the program does indicate alignment between the materials and the Virginia English Standards of Learning, it falls short of detailing how it addresses the depth and nuance of reading comprehension as found in the Reading Literary Text and Reading Informational Text strands.
- The materials are not labeled by grade level and require the use of the *SPIRE Next* Lexile Levels charts to determine which level of the program to implement. As each program level does not correspond to a specific grade, careful attention must be given to how the materials address the grade-specific standards and provide additional instruction and/or practice to build reading proficiency in grade-level texts.

- Many of the texts lack diverse and relatable experiences for middle school students who would benefit from engaging subject matter to increase motivation for reading.
- The program requires up to 60 minutes of instructional time per lesson and recommends that 3-5 lessons are delivered each week. The materials also lack guidance about how a teacher might effectively deliver a lesson in parts to accommodate this significant time requirement.

THE BOTTOM LINE

SPIRE Next can be used as a supplemental program for reading comprehension in grades 6, 7, and 8 as it provides wide reading opportunities for students across genres and text types. However, teachers may find implementation challenging as they must consider the alignment between the materials and the English SOL as well as student engagement with the texts. Divisions will want to consider guidance for placement within the program since the structure is not grade-level specific and could impact the rigor of the text used in classrooms.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	

 Approved for Use

 Not Approved for Use

Great Books Foundation

Junior Great Books Series 6-8

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades 6-8.

PROGRAM STRENGTHS

- The program provides complex texts in a variety of genres and text types, including fiction, nonfiction, excerpts, memoir, poetry, and personal essays that represent diverse characters and experiences.
- Opportunities to build content knowledge with the Shared Inquiry Method are included throughout lessons by engaging students in collaborative discussion and critical thinking and writing activities.
- The program includes suggested pacing and timing for each lesson and provides an organized and easy-to-navigate Teacher's Edition.
- Assessments are provided to monitor and track student progress.


PROGRAM CHALLENGES

- Explicit language instruction, such as parts of speech and sentence structure, is not included in the program.
- The program does not provide opportunities to learn about text structures, such as problem and solution or cause and effect.

THE BOTTOM LINE

Junior Great Books Series 6-8 is a supplemental program that offers explicit and systematic instruction to support reading comprehension. A variety of complex texts are included that encompass a wide range of genres with opportunities to build content knowledge through the Shared Inquiry Method. Divisions will need to consider additional resources to support students' language knowledge, such as sentence structure and parts of speech, as well as text structures.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	

 Approved for Use

 Not Approved for Use

IXL Learning IXL ELA

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades 6-8.

PROGRAM STRENGTHS

- Program materials are easy to navigate, and the lesson videos provide instruction on analyzing texts through close reading, modeled within the video. Students can then practice independently using the program's built-in scaffolds.
- Students are exposed to diverse content across various topics and text types, with opportunities to read genres featuring relatable characters and historical relevance. The program also includes pre-reading videos to build background knowledge and enhance understanding of the passages.
- Students have ample practice opportunities with reading comprehension strategies, including summarizing, making inferences, and understanding text structures.


PROGRAM CHALLENGES

- Divisions should note that IXL ELA is primarily a digital tool for assigning lessons on a particular skill to students, with limited opportunities for teacher-student interaction, discussion, or collaborative learning. The program focuses on independent practice with built-in scaffolds. Its effectiveness relies on students' access to technology and their ability to engage in self-paced, screen-based learning.
- While the materials provide helpful on-screen scaffolds for students, additional guidance for teachers after implementation is limited; the program does not offer a teacher-driven approach.
- While this supplemental program offers a solid foundation for responding to text-dependent questions and identifying supporting evidence, it provides only limited explicit instruction on annotating texts.

THE BOTTOM LINE

IXL ELA for grades 6-8 offers personalized, adaptive practice to help students strengthen key reading skills, such as analyzing texts and making inferences. With immediate feedback and built-in scaffolds, the program supports independent learning while tracking progress for targeted instruction. Divisions should note that there is no explicit instruction or practice for text annotation. Although instructional videos are provided, there is no method to monitor whether students have watched them.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	

 Approved for Use

 Not Approved for Use

Lexia Learning Systems **Lexia PowerUp Literacy**

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for word analysis, fluency, vocabulary, and comprehension in grades 6-8.

PROGRAM STRENGTHS

- This program provides systematic and explicit instruction in phonics, fluency, vocabulary, and comprehension.
- The program provides both an online component and lesson plans for teacher-led instruction. The teacher-led lessons are easy to pull for supplemental instruction in whatever area is needed.
- The student platform is highly engaging, visually appealing, and has many different activities and texts.
- The teacher platform is user-friendly and easy to navigate.
- Lessons can be completed in a short amount of time--10-15 minutes.





PROGRAM CHALLENGES

- When using solely for supplemental instruction, it may be challenging to incorporate the online platform, as students are placed within the program sequence, and lessons are not done in isolation.

THE BOTTOM LINE

Lexia PowerUp Literacy provides data-driven, explicit, and systematic literacy instruction that can be used for supplemental instruction to support any curriculum. It is engaging for students and user-friendly for educators. Schools will want to consider use for both intervention and supplemental instruction to make full use of the program, particularly the online platform.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Word Analysis	
Fluency	
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use

McGraw Hill **Actively Learn**

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades 6-8.

PROGRAM STRENGTHS

- The program includes a multitude of authentic and engaging texts, including time-honored classics, trending novels and themes, and timely topics.
- The program is highly adaptable and customizable. Content is organized through categories including units, genres, and themes. The program includes extensions and one-click pathways to other materials and related topics that are seamlessly woven into each lesson or assigned text.
- The use of technology enhances the ability for teachers--and students--to make the text more accessible and readable. Built-in supports, such as being able to search for the definition of any word in any text, hear how it is pronounced, and even have the word translated into another language, provide powerful tools for all students.
- Teachers are able to differentiate text according to Lexile level, allowing all students to read the same topic or text but at a Lexile level that is most appropriate for each student, group, or class. The interface is highly intuitive.
- There is a high degree of teacher-to-student and student-to-student discussion and interaction. Explicit teaching is woven into each lesson. The wide variety of ways to interact with complex text supports a high level of student engagement that supports deep understanding of the text.
- The program includes powerful filters, such as choosing specific Virginia Standards of Learning by grade level and by specific grade-level indicators; the filter includes the complete text for every strand and indicator, eliminating the need to consult a second source for grade-specific ELA SOL indicators.


PROGRAM CHALLENGES

- The program does not provide explicit instruction in determining the “gist” of a reading selection, such as breaking down a text by summarizing, synthesizing, and/or chunking.

THE BOTTOM LINE

Actively Learn is a powerful online program with built-in support for teacher implementation of instruction that includes myriad complex texts and frequently updated articles that align with current events. The highly customizable program, coupled with effective tools for student use, ensures that complex texts are very accessible. The variety of instructional delivery and the comprehensive collection of high-interest topics and texts creates a high level of engagement, discussion, and interaction between teachers and students.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	

 Approved for Use

 Not Approved for Use

Membean Membean

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for vocabulary in grades 6-8.

PROGRAM STRENGTHS

- The program uses a calibration process for each student when beginning the program that measures vocabulary size and assigns the student a personalized word set for vocabulary instruction. Additionally, formative assessments throughout the program update daily so that progress is consistently measured.
- Explicit vocabulary instruction focuses on understanding the meaning of words by defining the word, using it in several sentences, breaking it down by word parts, and connecting it with other known words.
- The program includes a Word Constellation feature that provides a visual and audio map which connects new words to other known words that are similar in ideas and concepts, as well as a feature called Word Ingredients which specifically pulls in morphology skills.
- A teacher's guide provides guidance for pacing and online lesson delivery, along with webinars and additional resources for teachers that are easily navigable and accessible.


PROGRAM CHALLENGES

- Although students can be given extra time on learning tasks, the program was not designed with multilingual learners in mind, and no specific supports or strategies, such as cognates, are included for multilingual learners.
- Vocabulary instruction happens in isolation, thus limiting the connection to other content area instruction.

THE BOTTOM LINE

Membean provides an easy-to-use supplemental online program targeting vocabulary skills for students in grades 6-8. The program teaches target vocabulary words in context, provides a definition, breaks the word into parts, and connects it with other known words. Divisions will want to consider additional support for multilingual learners. Additionally, because the program provides vocabulary instruction in isolation, divisions should consider methods to support teachers in connecting the vocabulary instruction to students' other content instruction.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Vocabulary	

 Approved for Use

 Not Approved for Use

NoRedInk NoRedInk Premium

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for writing in grades 6-8.

PROGRAM STRENGTHS

- The digital teacher platform is highly intuitive, with an abundance of resources that support the implementation of this curriculum.
- This supplemental program can be used to enhance grade-level writing instruction and provide additional opportunities that target both class and individual student needs.
- The materials include explicit instruction across a wide variety of genres as well as numerous writing and grammar skills, both of which leverage technology to provide feedback in real-time.


PROGRAM CHALLENGES

- There is a potential for teachers to deliver off-grade-level instruction as the platform allows access to materials from grades 2 through 12.
- In addition, while the materials offer guidance for pacing and lesson delivery, it would require at least 60 minutes per day to fully implement the program.

THE BOTTOM LINE

NoRedInk Premium is a well-organized supplemental program that offers both teacher- and student-friendly digital platforms. Teachers can quickly and easily assign a range of writing assignments—from the writing process to targeted skill-based practice—that align with Virginia’s grade-level English Standards of Learning.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Writing	

 Approved for Use

 Not Approved for Use

Perfection Learning Connections: Writing & Language

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for writing in grades 6-8.

PROGRAM STRENGTHS

- The program provides writing instruction that covers diverse topics and spans multiple genres, including narrative, persuasive, and informational.
- Lessons with guided practice and independent application provide opportunities for students to explore various writing purposes or combination of purposes and to develop audience profiles and written voice.
- The program includes instruction on mechanics, structure, and organization of writing at the sentence, paragraph, and essay levels.
- Frequent opportunities for students to write in response to reading are incorporated.

PROGRAM CHALLENGES

- Divisions may want to consider providing guidance for teachers on how to deliver ongoing feedback to students throughout the writing process, since this guidance is not included in the program.

THE BOTTOM LINE

Connections: Writing & Language is a supplemental program that exposes students to diverse topics and genres through explicit instruction and practice of the writing process. Divisions will need to consider that teachers may require additional guidance on how to provide students with ongoing feedback and affirmations throughout the writing process.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Writing	

 Approved for Use

 Not Approved for Use

Scholastic Scholastic Action Magazine

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades 6-8.

PROGRAM STRENGTHS

- This supplemental program provides additional instruction focused on comprehension. This program consists of collections of articles that are published throughout the year and designed specifically for students in grades 6-12. The varied text types and genres provide both diverse and relatable experiences and characters for students.
- Text-to-speech and differentiated lessons are available to accommodate the needs of striving readers.
- Texts range in complexity and theme and are available at multiple Lexile levels to accommodate the different reading abilities of students.
- Additionally, teachers are provided with lesson plans for each text that cover a wide array of skills, including making inferences, citing text evidence, and summarizing. Lesson plans also include discussion questions for students as well as assessment opportunities.


PROGRAM CHALLENGES


- Materials provide limited guidance on how to use the texts in the classroom. Texts and lesson plans are provided, but there is no overall scope and sequence.
- While the program includes high-quality texts and accompanying lesson plans, there is little evidence of lessons following the gradual release of responsibility model.
- Divisions may want to consider providing guidance on how these materials might be implemented as a supplemental program.

THE BOTTOM LINE

Scholastic Action Magazine includes a wide variety of high-quality texts from diverse perspectives that are offered in multiple Lexile levels with a text-to-speech option to support a wide variety of readers. Each text includes accompanying lesson plans that focus on different comprehension skills, such as making inferences, summarizing, and parts of speech. The program does not include its own unique scope and sequence for skill instruction and lacks teacher guidance on when and how the materials might be used as a supplemental program.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	

 Approved for Use

 Not Approved for Use

Scholastic Scholastic Scope Magazine

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades 6-8.

PROGRAM STRENGTHS

- This supplemental program provides additional instruction focused on comprehension. The program consists of collections of articles that are published throughout the year and designed for students in grades 6-8. The varied text types and genres provide both diverse and relatable experiences and characters for students.
- Texts range in complexity and theme and are available at multiple Lexile levels to accommodate the different reading abilities of students.
- Additionally, teachers are provided with lesson plans for each text that cover a wide array of skills, including making inferences, citing text evidence, and summarizing. Lesson plans also include discussion questions for students as well as assessment opportunities.


PROGRAM CHALLENGES

- Materials provide limited guidance on how to use the texts in the classroom. Texts and lesson plans are provided, but there is no overall scope and sequence.
- While the program includes high-quality texts and accompanying lesson plans, there is little evidence of lessons following the gradual release of responsibility model.
- Divisions may want to consider providing guidance on how these materials might be implemented as a supplemental program.

BOTTOM LINE

Scholastic Scope Magazine includes challenging and diverse high-quality texts with varying perspectives that are offered in multiple Lexile levels. Each text includes accompanying lesson plans that focus on different comprehension skills, such as making inferences, summarizing, and parts of speech. The program does not include its own unique scope and sequence for skill instruction and lacks teacher guidance on when and how the materials might be used as a supplemental program.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	

 Approved for Use

 Not Approved for Use

Supplemental Programs that Met Expectations in Some but Not All Reviewed Components:

The following programs met the criteria for Instructional Design and Usability and met expectations for some components for which they applied but did not meet expectations for one or more other components for which they applied. **Divisions should be mindful when evaluating programs from this list to ensure that these programs are only implemented for components that meet expectations to remain in compliance with VLA. These programs are not approved for use in instruction outside of the approved components.**

Provider	Program	Approved Use	Not Approved
EPS Learning	Megawords, 2nd Edition, 2010	Word Analysis	Fluency Vocabulary
Houghton Mifflin Harcourt	Writable, 2021	Writing	Comprehension
Lexia Voyager Sopris	REWARDS Intermediate, 2nd Edition, 2014	Word Analysis, Fluency, Vocabulary	Comprehension
Newsela	Newsela ELA, 2024	Comprehension	Vocabulary Writing

EPS Learning Megawords

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for word analysis in grades 6-8.

This program also submitted for review for fluency and vocabulary but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

PROGRAM STRENGTHS

- The program provides teachers with resources to explicitly teach multisyllabic words using multiple examples. It includes precise teacher language for immediate and corrective feedback, as well as strategies for decoding multisyllabic words, such as using prefixes, suffixes, syllable types, and morphological word parts to aid word recognition. Teacher Guides offer numerous opportunities for differentiated instruction, supporting students who need help while challenging those who show understanding.
- The materials offer frequent opportunities for students to practice strategies for decoding and encoding multisyllabic words, with corrective feedback provided during guided practice.
- The materials are easy to navigate, with the teacher's editions providing clear guidance. Each Teacher Guide outlines the research-based strategies, lesson objectives, activities, and even a teacher script for delivering instruction. Pacing is clearly detailed in the Scope and Sequence, along with instructions for administering and utilizing assessments. Additionally, the Teacher Guides include a monitoring sheet to assist teachers with data tracking.




PROGRAM CHALLENGES

- Divisions should consider how to integrate this supplemental program as program materials do not specify instructional time needed for lessons or activities. While the program provides guidance for each step in the lesson, no suggested time durations are noted for lesson components.
- Materials provide limited guidance on how to implement with multilingual learners.

THE BOTTOM LINE

Megawords is a systematic word analysis program that provides direct and explicit instruction for middle school readers on how to apply phonics principles (e.g., affixes, spelling features, word parts) in decoding and encoding multisyllabic words. Divisions should consider how to implement *Megawords* effectively without inclusion of the vocabulary and fluency components, which are not approved for use.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Word Analysis	
Fluency	
Vocabulary	

 Approved for Use

 Not Approved for Use

Houghton Mifflin Harcourt **Writable**

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for writing in grades 6-8.

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

PROGRAM STRENGTHS

- This program provides multiple practice opportunities for students to write across a variety of genres including narrative, argumentative, and informational. Assignments range in length from quick writes to skills practice to full length essays that can be used to effectively supplement writing instruction at varying levels.
- Differentiated lessons are included within assignments to scaffold students through the writing process, including how to cite text evidence and conduct research.
- Writing assignments can be broken down by state standards, so teachers can see which standards correlate to which assignments and can also track student progress on individual standards.
- All assignments are customizable. While the program includes built-in assignments, teachers may also add their own content to support existing lessons or to create new assignments.
- An on-demand professional development library is included on the dashboard that supports implementation of the program within the school setting.



PROGRAM CHALLENGES

- Program materials do not include examples or models of complete writing assignments. Teachers are expected to create and share their own examples within assignments.
- Divisions may want to consider that there is no scope and sequence for this program and that limited guidance is available on how to connect the resources to a curriculum.

THE BOTTOM LINE

Writable is an online supplemental writing program in which teachers use an online dashboard to assign writing activities, track task completion, and assess student progress. The program includes quick writes, specific skill practice lessons, short form writing, and extended response. Additionally, the program allows teachers to upload or create new content, based on student and teacher needs.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	
Writing	

 Approved for Use

 Not Approved for Use

Lexia Voyager Sopris **REWARDS Intermediate**

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for word analysis, fluency, and vocabulary for grade 6.

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

PROGRAM STRENGTHS

- This supplemental program includes 6 weeks of instruction that is well outlined and easy for teachers to navigate.
- This program excels in providing instructional routines that address common areas of reading difficulty for students in grade 6, including reading and spelling multisyllabic words. These routines can carry over to core and content instruction. Responsibility is released to students through a gradual release model. Instruction promotes high levels of student participation and engagement including opportunities for students to listen, speak, read, and write.
- This program provides routines for repeated reading for different purposes to build students' fluency. Fluency assessments included in the program support the identification of student needs.
- Words chosen for vocabulary instruction are critical for understanding text, introduced with student-friendly definitions, and practiced in a variety of ways. Vocabulary routines in REWARDS can be utilized in core and content instruction.





PROGRAM CHALLENGES

- Support for multilingual students is not included within the program materials.
- Texts are all nonfiction passages with science and social studies content topics. A variety of text types are not included.
- While some morphology instruction is included, this is not a strength of the program.

THE BOTTOM LINE

REWARDS Intermediate provides 6 weeks of additional evidence-based literacy instruction and practice for word analysis, fluency, and vocabulary. Materials are teacher-friendly, easy-to-implement, and can be used in a variety of middle school settings including general education, after school/summer school, or small group. Divisions may want to consider providing additional support for multilingual students who are accessing REWARDS Intermediate.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Word Analysis	
Fluency	
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use

Newsela Newsela ELA

SUPPLEMENTAL SNAPSHOT

APPROVED USE

This program is approved as a supplemental program for comprehension in grades 6-8.

This program also submitted for review for vocabulary and writing but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as a supplemental program for use in those areas of instruction.

PROGRAM STRENGTHS

- Materials provide abundant opportunities for all students to develop background knowledge across a variety of topics, including current events.
- Teachers using this program will be able to provide explicit, high-quality instruction in comprehension skills using rich and diverse texts. Teachers will receive guidance on scaffolding comprehension instruction to meet the needs of all learners.
- The program provides strong development of comprehension skills across reading levels and is particularly effective for building background knowledge.
- Materials can be used in a variety of formats, including whole-group, small-group, or independent work. Activities can engage students through reading, writing, speaking, and listening.




PROGRAM CHALLENGES

- The supplemental program provides an abundance of materials but not a clear direction or progression in which to implement them.
- Materials provide limited guidance for instruction; not all texts are accompanied by lesson plans or guidance for instruction.

THE BOTTOM LINE

Newsela ELA provides an abundance of high-quality resources for building background knowledge and developing comprehension skills. Because the program provides comprehension instruction for only some texts but not all, divisions should consider how to provide guidance and support for teachers to ensure that students receive sufficient instruction for all texts.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Vocabulary	
Comprehension	
Writing	

 Approved for Use

 Not Approved for Use