



COLORADO
Department of Education

READ Act Request for Advisory List
Submission:
Part I – Letter of Intent to Apply

Technical Assistance Webinar
October 19, 2023

Introductions and Webinar Purpose

Elementary Literacy and School Readiness Introductions:

- Anji Gallanos, Director
- Tammy Yetter, READ Act Implementation Project Manager
- Brie Johnson, Senior Literacy Consultant
- Marisa Calzadillas, Literacy Projects Coordinator

Webinar Purpose:

- To provide technical assistance for the review process for *Part I – Letter of Intent to Apply* for the Instructional Programming Advisory List

Webinar Logistics

- This webinar is organized by each section of the *Part I – Letter of Intent to Apply*.
- After we complete discussion of each section, there will be designated time for participants to **enter questions in the Q&A feature** that are related to that specific section.
- Some questions will be answered during the webinar and others will be captured for further consideration.
- Please email READAct@cde.state.co.us for any questions about the review process.

Part I – Letter of Intent to Apply Location:

- [2023-2024 READ Act Instructional Programming Review Process](#)

Section A: Background & Purpose

Background



- The Colorado Reading to Ensure Academic Development Act (READ Act), passed by the Colorado legislature in 2012, focuses on early literacy development for all students kindergarten through third grade and especially for students at risk of not reaching grade level proficiency in reading by the end of third grade.
- Included in the READ Act is the requirement that the department shall create an advisory list of evidence-based or scientifically based instructional programming in reading, pursuant to C.R.S. 22-7-1209.

Background



- The main purpose of the READ Act Advisory List of Instructional Programming is to provide districts and schools with a choice of instructional programming that adequately enhances teacher quality and is a major vehicle that schools/districts can utilize to upgrade their capacity as it relates to the implementation of evidence-based literacy practices.



The advisory list of evidence-based or scientifically based instructional programming in reading includes the following criteria pursuant to C.R.S. 22-7-1209:

- Programming is aligned with the READ Act assessments.
- Have been proven to accelerate student progress in attaining reading competency.
- Provides explicit and systematic skill development in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension.
- Evidence based or scientifically based
- Aligned with the preschool through elementary and secondary education standards for reading.
- Provide initial and ongoing analysis of the student's progress in attaining reading competency.
- Includes texts on core academic content to assist the student in maintaining or meeting grade-appropriate proficiency levels in academic subjects in addition to reading.

Purpose



- The purpose of this Advisory List Review Submission is to solicit evidence-based instructional programming including core, supplemental, and intervention in both Spanish and English, for inclusion on the READ Act Advisory Lists of Instructional Programming, pursuant to C.R.S. 22-7-1209.
- This is not a competitive process and will be used to provide an advisory list for Colorado school districts.

Advisory List Information



- The advisory lists are intended to provide clear guidance on selection of scientifically and evidence-based reading programming and supports as defined by statute and rule.
- The advisory lists will be available to Colorado schools and school districts via the Colorado Department of Education's website: <http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp>.
- Inclusion on this list does not include a provision for expenditure of state funds to providers on the list.
- There is no guarantee that providers will be selected by schools/districts.
- The list of providers will be maintained by the Colorado Department of Education (CDE).

Advisory List Review



- The department is required to review the advisory lists at least every two years to update the lists and add additional items when appropriate pursuant to C.R.S.22-7-1209 (3)(c).
- During each review cycle, new providers have the opportunity to apply to be added to the list.
- **Program editions that were submitted and not approved during the 2019-2020 or 2021-2022 application process are not eligible to apply.**
- Programs that were partially approved may submit those grades or areas not previously approved providing there has been a change in the materials that addresses the areas not approved.

Advisory List Review



Eligible for Review

- New programs that were not reviewed in 2019-2020 or 2021-2022
- Programs that have new editions
- Programs that have new components or materials
- Programs that have changed or updated materials
- Programs that were partially approved may submit those grades or areas not previously approved providing there has been a change in the materials that addresses the areas not approved.

Not Eligible for Review

- Program editions that were submitted and not approved during the 2019-2020 or 2021-2022 application process are not eligible to apply.
- Programs that are not aligned with the Colorado READ Act
- Programs that submit after the submission deadline
- Programs submitted by someone other than the vendor of the program. Vendors hold all copyrights and licenses for the materials. Non-vendors are those who use a program but are not responsible for copyright and licenses.*
- Submissions that did not comply with the instructions in the *Part I – Letter of Intent to Apply*. If there is a concern, please contact READAct@cde.state.co.us prior to the November 3, 2023, deadline.

Advisory List Review



- Programs submitted by someone other than the vendor of the program. Vendors hold all copyrights and licenses for the materials. Non-vendors are those who use a program but are not responsible for copyright and licenses.*
- Regarding open-source materials:
 - Open-source materials can be submitted.
 - CDE will be require more information from the vendor to delineate how the vendor packages and supports the product.
 - CDE will contact the vendor if needed.

Advisory List Review

- The department may revise its criteria over time as needed.
- Providers on the current advisory lists may be removed from the list if their instructional programming is found to no longer meet the criteria.

Spanish Instructional Programs



- The department has created new rubrics for the review of Spanish instructional programs.
- All Spanish core, supplemental and intervention that were previously approved must submit to be reviewed during the 2023-2024 review cycle.
- Spanish programs that are currently on the READ Act Advisory List of Instructional Programming must be reviewed using the new Spanish application and rubric.
- **The application is bilingual, written in English and Spanish, and rubrics are written in Spanish (an English translation can be provided).**
- **Spanish instructional programs that are not reviewed and approved during the 2023-2024 will be removed from the READ Act Advisory List of Instructional Programming.**

Section A: Questions?

Section B: Process & Timeline



The CDE process for review of instructional programming materials for inclusion on the READ Act Advisory List of Instructional Programming follows these steps:

- *Part I – Letter of Intent to Apply*
- *Part II – Program Review*
 - Programs must meet the *Part I – Letter of Intent to Apply* criteria to receive the *Part II – Program Review* application from CDE.
- Appeal Window
- Instructional Programming Advisory List posted on the CDE website

Note: To be included on the Instructional Programming Advisory List programs must be reviewed during this review window.

Eligibility Criteria: Part I – Letter of Intent to Apply

- Vendors will submit a *Part I – Letter of Intent to Apply* for each program requested for consideration on the Advisory List (core, supplemental, intervention).
- A separate *Part I – Letter of Intent to Apply* must be submitted for product to be reviewed for inclusion on multiple advisory lists.
- Only those vendors that have completed the *Part I – Letter of Intent to Apply* application and have been asked to move forward with a full review will be considered.
- **Note: All prospective providers interested in inclusion (*that are not already on the READ Act Advisory List*) on the advisory lists must submit for a review.**

Eligibility Criteria: Part I – Letter of Intent to Apply

- Programs included on the advisory list of instructional programs must be scientifically and evidence-based as defined by statute and rule to meet the requirements of the READ Act (C.R.S. 22-7-1209).
- Programs that use the Three Cueing Systems Model of Reading, also known as Meaning, Syntax, Visual (MSV) as their primary model for instruction may not advance to *Part II - Program Review*.
- All programs must demonstrate a full alignment to the science of reading across instructional and promotional materials.
- Programs found to be aligned to practices that promote balanced literacy or whole language whether in the instructional practices or found in vendor materials outside of this review will not be approved.

Eligibility Criteria: Part I – Letter of Intent to Apply

- Spanish instructional programs must submit to be reviewed using the new Spanish instructional program rubrics during the 2023-2024 review cycle.
- **Spanish instructional programs that do not submit for review will not be eligible to be included on the READ Act Advisory List of Instructional Programming.**

Eligibility Criteria: Part I – Letter of Intent to Apply

- Submitting a *Part I – Letter of Intent to Apply* does not obligate a vendor to submit a *Part II – Program Review* application.
- Vendors seeking to remove an instructional program from the review process must submit a written request to READAct@cde.state.co.us.

Eligibility Criteria: Part I – Letter of Intent to Apply

- Completion of *Part I – Letter of Intent to Apply* does not guarantee a vendor will be approved.
- Vendors meeting *Part I - Letter of Intent to Apply* must still complete the *Part II - Program Review* and be approved before final inclusion in the READ Act Program Advisory List.
- Programs that meet *Part I - Letter of Intent to Apply* criteria will receive the *Part II - Program Review* application by email from CDE.

Eligibility Criteria: Part II – Program Review

- Upon approval of *Part I - Letter of Intent to Apply*, providers will be notified and will receive the *Part II – Program Review* application with instructions to submit materials for the second stage of the Advisory List Submission for Review.
- It is important to note that Part II of the Advisory List Submission for Review will include a component requiring vendors to explicitly state the location of required components within the submission materials.
- **All application and program materials must be submitted in digital or online format. No hard copies of application or program materials will be accepted or reviewed.**

Eligibility Criteria: Part II – Program Review

- Programs meeting criteria of *Part I - Letter of Intent to Apply* and *Part II - Program Review* may be considered for inclusion on the Advisory List for which the program was submitted for review.
- *Note: All prospective providers interested in inclusion on the advisory lists must submit for a review. The criteria for Spanish instructional programs have changed. All Spanish instructional programs that are currently on the advisory list must submit to be reviewed.*

Eligibility Criteria: Appeal Process

- An appeal process has been established in rule pursuant to C.R.S. 22-7-1209(1)(d).
- If a publisher's instructional program is not included on the approved list, the publisher may submit a written appeal to the department no later than 14 days after receiving notification.
- Grounds for written appeal will be limited to an explanation of why the submission met the evaluation criteria that was identified and posted by the department.
- No later than 30 days after receiving the written appeal, the department shall either add the instructional program to the approved list or respond to the publisher with a written explanation of why the program will not be included (*CCR 301-92, 11.0*).

Eligibility Criteria: Part II – Vendor Submissions

- *Part I – Letter of Intent to Apply* and *Part II – Program Review* submissions must be submitted in one comprehensive application and originate from one application point of contact.
- Local Education Agencies (LEAs) should not expect that materials from multiple vendors will comprise a complete core, supplemental or intervention program.
- LEAs should expect to purchase all needed materials from one vendor.
- Multiple vendors may work together to package materials, however, the purchase of program materials should ensure a complete package and come from one vendor.

Eligibility Criteria: Part II – Vendor Interactions During Review Period

- CDE is committed to conducting an unbiased review process and ensuring that conflicts of interest do not influence the results of the review.
- Throughout the instructional programming review process, official department communication with vendors will be via notices on the website or through email communication initiated by CDE.
- The sole point of contact for the instructional program review process is READAct@cde.state.co.us.
- Vendors may not reach out to the evaluation team, or other CDE staff other than the sole point of contact unless the evaluation team, or other CDE staff initiate contact.



Eligibility Criteria: Part II – Vendor Interactions During Review Period

- In the event that vendors reach out to the evaluation team, or other CDE staff other than the sole point of contact to discuss or influence the evaluation and review process, the vendor's product may, in CDE's sole discretion, not be considered for inclusion on the READ Act Advisory List of Instructional Programming.
- CDE will provide technical assistance with submitting the application documents but will not answer questions about how to respond to items within the application.
- CDE will not meet with individual applicants to discuss the results of the review.
- Applicants should rely on feedback given in the rubric to determine whether to submit an appeal.

Eligibility Criteria: External Evaluation

- The READ Act requires an independent evaluation pursuant to C.R.S. 22-7-1208 (8) to identify and assess strategies that the state, local districts, and schools have taken to support Colorado students in achieving proficiency in reading.
- Part of this evaluation process requires the examination of programs submitted for review and inclusion on the READ Act Advisory List of Instructional Programming after the CDE reviews are complete.
- The external evaluator will conduct a review of all applications and materials submitted to CDE for review.
- Applicants may be asked to provide additional information, such as usernames and passwords for digital access or documentation that the program has been studied through formal research, to the external evaluator as part of this evaluation process during the 2024-2025 school year.

Eligibility Criteria: Colorado Open Records Act

- The Colorado Department of Education is committed to transparency and open government. All instructional program applications and materials submitted for review are part of public records and subject to the Colorado Open Records Act, C.R.S. Title 24, Article 72, Part 2.

<https://www.cde.state.co.us/communications/corapolicy>

- When submitting a program application and materials, the vendor may request restrictions on the use or inspection of material contained within the proposal if allowable pursuant to the Colorado Open Records Act (CORA), C.R.S. Title 24, Article 72, Part 2.

Eligibility Criteria: Colorado Open Records Act

- If a vendor chooses to request confidentiality of information, the confidentiality of information must be submitted through a separate Syncplicity folder.
- The vendor must contact READAct@cde.state.co.us to request a confidential Syncplicity folder.

Eligibility Criteria: Colorado Open Records Act

- The vendor must provide:
 - A written statement indicating what specific exemption outlined in C.R.S. 24-72-204(2) or C.R.S. 24-72-204(3) applies to the suggested confidential/proprietary information which would allow for the material to be exempted from CORA.
 - The letter must also specifically state what elements of the application and materials are to be considered confidential/proprietary.
 - The entire program application and materials with all confidential/proprietary information **redacted**.

Eligibility Criteria: Colorado Open Records Act

- Therefore, if submitting a program application and materials with items redacted, the vendor must notify CDE to create a Syncplicity folder to provide the redacted version.
- The vendor must provide one original version with no redactions and one version with all confidential information that confidentiality is being requested for redacted.

Eligibility Criteria: Colorado Open Records Act

- Submitting confidential/proprietary information with the application and material documents will nullify the confidential/proprietary status and will remove any restrictions on the use or inspection of the material.
- Neither an application in its entirety nor the cost/price information will be granted confidential/proprietary status.
- Upon completion of the review process, the applications and materials will be open to public inspection pursuant to the Colorado Open Records Act, subject to any continued prohibition on the disclosure of confidential data.
- If a CORA request is received by CDE after the review is concluded, CDE may reach out to the vendor to review the CORA request.

Timeline: Part I – Letter of Intent to Apply

Part I – Letter of Intent to Apply	
October 16, 2023	Notification of <i>Part I – Letter of Intent to Apply</i> for Instructional Programming
October 19, 2023	Technical Assistance Webinar Thursday, October 19, 2023, at 10:00 AM MT
November 3, 2023	All <i>Part I – Letter of Intent to Apply</i> submissions for Instructional Programming due to CDE by 4:00 PM MT
November 6, 2023 – November 13, 2023	CDE review of <i>Part I – Letter of Intent to Apply</i> for Instructional Programming
November 14, 2023	Vendor notification of <i>Part I – Letter of Intent to Apply</i> decision. Applications distributed to eligible vendors for <i>Part II – Program Review</i> .

Timeline: Part II – Program Review

Part II – Program Review	
November 14, 2023	Notification sent to vendors. Vendors eligible for <i>Part II – Program Review</i> receive the <i>Part II – Program Review</i> application from CDE. Application period open.
December 15, 2023	Application for <i>Part II – Program Review</i> deadline.
January 2, 2024 – February 6, 2024	CDE Review of <i>Part II – Program Review</i> for Instructional Programming
February 7, 2024	Vendor notification of inclusion of instructional programming on CDE Advisory List
February 7, 2024 – February 21, 2024	Vendor appeal window.
March 22, 2024	Deadline for appeal response from the CDE.

Note:



- Please note: The timeline for review and approval of programs may be extended or changed if unforeseen circumstances arise during the review period.
- The timeline for review of Spanish program materials may be extended if needed.

Section B: Questions?

Section C: Letter of Intent to Apply

Part I – Letter of Intent to Apply



- Note: The following version of the *Part I - Letter of Intent to Apply* application is intended only as a reference document for instructions and planning purposes.
- *Part I – Letter of Intent to Apply* application will be submitted online via Smartsheet form.
- Submission of materials either in hard copy or via email will not be accepted.

Letter of Intent to Apply



- All requested information in *Part I - Letter of Intent to Apply* must be included to advance on to *Part II – Program Review of the Advisory List Submission for Review*.

Name of Publisher: <input type="text"/>	Product Title and Edition (publication year): <input type="text"/>
Contact Person(s) for notification of the review submission. Please include all contacts working within the state of Colorado: <input type="text"/>	Email(s): <input type="text"/>
Telephone: <input type="text"/>	Mailing Address: <input type="text"/>
Publisher Webpage: <input type="text"/>	Product Webpage: <input type="text"/> The webpage that is specifically related to the program materials for review.

Letter of Intent to Apply

Instructional Program Submission Overview

Submitting for review and inclusion on the following Advisory List:

Indicate below which advisory list this program is being submitted for:

Select one.

- CORE
- SUPPLEMENTAL
- INTERVENTION

Note: Vendors must submit a separate Part I – Letter of Intent to Apply for each advisory list request for the product to be reviewed for those advisory lists.

Program Language:

Select one.

- English
- Spanish

Target Audience:

Select all that apply.

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- English Language Learners

Instructional Focus:

Select all that apply.

- Phonological Awareness
- Phonics
- Vocabulary
- Comprehension
- Fluency

Note: To be considered for core programming, all components must be included within the scope and sequence.

Colorado Open Records Act

Select Yes to notify CDE to create a Syncplicity folder to submit a redacted version of the program application and materials with the *Part II – Program Review* submission.

- Yes
- No

Letter of Intent to Apply

Meets READ Act Requirements:

Verification of understanding that all programs on the advisory list must meet READ Act requirements.

Programs included on the advisory list of instructional programs must be scientifically and evidence-based as defined by statute and rule to meet the requirements of the READ Act (see Appendix C). Programs that use the Three Cueing Systems Model of Reading, also known as Meaning, Syntax, Visual (MSV) as their primary model for instruction may not advance to Part II Program review. If a program is aligned to or promotes Balanced Literacy or Whole Language instructional practices in the program materials or on the program website, it will not be approved.

Type your name to provide an electronic signature to verify understanding of the READ Act requirements.

Letter of Intent to Apply



Program Summary:

Provide a summary of the program that:

- Describes the program, its instructional focus and target audience.
- Demonstrates that the program meets the READ Act requirement that instructional programs must be scientifically and evidence-based.
- If applicable, describe the change in materials and the grades or areas not previously approved that will be submitted for review.
- If the approach used in this program to teach reading has changed from past editions, include a description of how the program has changed. (i.e., relied the on Three Cueing Systems Model of Reading but now is based on the Science of Reading)

Use the Program Summary form posted on the [2023-2024 READ Act Instructional Programming Review Process webpage](#) and upload this document to the *2023-2024 Part I – Letter of Intent to Apply* submission form.

The Program Summary must be submitted in PDF format. Format the filename as follows:

- *publisher name program name core_2024_Summary*
- *publisher name program name supplemental_2024_Summary*
- *publisher name program name intervention_2024_Summary*

Letter of Intent to Apply

Digital Submission:

Verification that all program materials must be submitted digitally or in an online format for the *Part II - Program Application*.

Only electronic versions of the completed application and program materials will be accepted. The electronic submission must be submitted in PDF form. Any materials submitted must be either available online or submitted as a PDF. Hard copies of materials cannot be accepted and will not, under any circumstances, be reviewed.

Type your name to provide an electronic signature to verify understanding of the READ Act requirements.

Letter of Intent to Apply

Spanish Program Review Process:

Verification of understanding that Spanish instructional program applications and rubrics will be reviewed using the new Spanish application and rubric.

The department has created new rubrics for the review of Spanish instructional programs. All Spanish core, supplemental and intervention that were previously approved must submit to be reviewed during the 2023-2024 review cycle. Spanish programs that are currently on the READ Act Advisory List of Instructional Programming must be reviewed using the new Spanish application and rubric. **The application is bilingual, written in English and Spanish, and rubrics are written in Spanish (an English translation can be provided).** Spanish instructional programs that are not reviewed and approved during the 2023-2024 will be removed from the READ Act Advisory List of Instructional Programming.

Type your name to provide an electronic signature to verify understanding of the new Spanish instructional program application and rubrics.

Letter of Intent to Apply Submissions

- **All *Part I - Letter of Intent to Apply* submissions must be received by Friday, November 3, 2023, at 4:00 PM MT.**

- **Submit the *Part I - Letter of Intent to Apply* through the Smartsheet form:**

<https://app.smartsheet.com/b/form/f295fd740c4a4da389d996ee4265a079>

- For questions, please contact READAct@cde.state.co.us.

Smartsheet Form



smartsheet

2023-2024 Instructional Program Review Part I - Letter of Intent to Apply

The Colorado Department of Education is accepting *Part I - Letter of Intent to Apply* applications for inclusion on the provider list for instructional programming.

In order for a provider to submit materials to the CDE for full review of programs, each vendor must establish that the program submitted meets the criteria outlined in the *Part I - Letter of Intent to Apply* submission form.

Vendors must submit a separate *Part I - Letter of Intent to Apply* for each advisory list, core, supplemental, and intervention, for the product to be reviewed for multiple advisory lists.

Only those vendors that have completed the *Part I - Letter of Intent to Apply* application and have been asked to move forward with a full review will be considered.

The *Part I - Letter of Intent to Apply* submission window will close **Friday, November 3, 2023 at 4:00 PM MT**.

No late submissions will be accepted.

Date Submitted *

Name of Publisher *

Product Title and Edition (Publication Year) *

Contact Person(s) for the Review Submission *

Email(s) *

Telephone *

Mailing Address *

Publisher Webpage *

Product Webpage *

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

Advisory List Type *

Select one.

- CORE
 SUPPLEMENTAL
 INTERVENTION

Section C: Questions?

Appendices

Appendix A: Comparison of Reading Approaches

Appendix A: Comparison of Reading Approaches

This chart was adapted from a guide which Dr. Moats, a recognized reading expert, created to help educators and parents gain awareness of programs that are aligned to the science of reading and those that are not. This chart has been included to offer additional guidance on what is and what is not considered Scientifically Based Reading Research. Additional resources to support the understanding of Scientifically Based Reading Research and evidence-based practices are linked in the final row of the chart.

Comparison of Reading Approaches

Components of Instruction	Scientifically Based Practices by Component of Instruction	Not Scientifically Based Practices by Component of Instruction
<p>Phonological and Phoneme Awareness</p> <p><i>CCR 301-92, 2.22</i></p> <p><i>CCR 301-92, 2.21</i></p> <p><i>CCR 301-92, 5.01(A)</i></p> <p><i>CCR 301-92, 5.01(B)</i></p> <p><i>CCR 301-92, 5.02(A)</i></p> <p><i>CCR 301-92, 5.03(A)</i></p> <p><i>CCR 301-92, 5.04(A)</i></p>	<p>Explicit teaching of the speech sounds, distinct from the letters that represent them; attention called to sound and word pronunciation; emphasis on blending and separating sounds in spoken words.</p> <p>CO READ Act K-3 Minimum Competencies</p>	<p>Minimal or incidental instruction about speech sounds, their <u>features</u> or contrasts; insufficient instruction in separating and blending the sounds in a whole word; confusion of PA with phonics. Instructs teachers to avoid breaking words into their parts.</p>
<p>Phonics and Word Study</p>	<p>Explicit, systematic, cumulative teaching of phoneme-grapheme (sound-symbol)</p>	<p>Children directed to pay attention to the sense of a sentence before guessing at a</p>

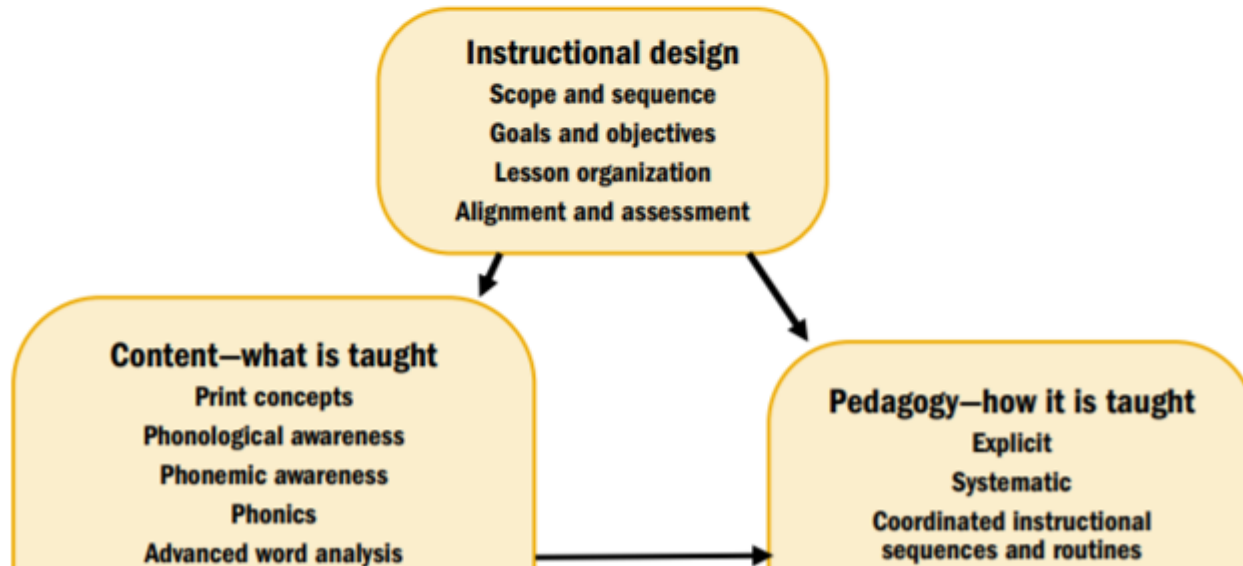


Appendix B: Elements of Design

Appendix B: Elements of design for reading/language arts instructional materials

For elements of instructional design, understanding how a curriculum is created is important. That is, it is imperative that the review team understand how to identify a systematic scope and sequence, how goals and objectives are related, what the elements of an organized lesson are, and how to align materials and embed formative assessments. The content is what is taught during reading/language arts instruction (such as phonics, spelling, comprehension, and writing). Pedagogy is how the content is taught (such as explicitly using routines or differentiated instruction). Differentiated instruction materials include activities that address both intervention for students with special learning needs and extension/enrichment for students ready for further work. Salient features of instructional design, reading/language arts content, and pedagogy are shown in figure 1.

Figure 1. Elements of design for reading/language arts instructional materials



Appendix C: Terminology



Appendix C: Terminology: Acronyms, abbreviations, and other terminology

Acronyms and abbreviations are defined at their first occurrence in this request for review. The following list is provided to assist the reader in understanding acronyms, abbreviations and terminology used throughout this document.

Department: The Colorado Department of Education, a department of the government of the State of Colorado. *C.R.S 22-7-1203 & CCR 301-92, 2.06*

Evidence-Based: The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension. *C.R.S 22-7-1203 & CCR 301-92, 2.11*

- **Oral Language:** The ability to produce and comprehend spoken language, including vocabulary and grammar. *CCR 301-92, 2.23*
- **Phonological Awareness:** Awareness of the sound structure of spoken words at three levels. *CCR 301-92, 2.25*
- **Phonemic Awareness:** A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning. *CCR 301-92, 2.24*
- **Phonics:** A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them. *CCR 301-92, 2.26*

Appendix D: Attributes of Universal Instruction

Appendix D: Attributes of Effective Universal Instruction, CCR 301-92, 6.00

The attributes of a multi-tiered system of support contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and accelerate the reading skills of advanced readers.

The following are attributes of effective universal instruction.

- Addresses the five components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) appropriate to the age, grade, language of instruction and needs of students, recognizing the continuum of reading development and;
- Guided by the assessment of a student's reading proficiency using a state board approved interim assessment and, based on a student's level of risk, on an on-going basis through the use of interim assessment probes specific to the student's diagnosed reading skill deficiencies throughout the academic year and;
- A minimum of 90 minutes of instruction and;
- Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students and;
- Driven by the Colorado Academic Standards

Appendix E: Attributes of Intervention

Appendix E: Attributes of Effective Targeted and Intensive Instructional Intervention, CCR 301-92, 7.00

The attributes of a multi-tiered system of support contribute to more meaningful identification of learning problems related to literacy achievement, improve instructional quality, provide all students with the best opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and accelerate the reading skills of advanced readers.

The following are attributes of effective targeted and intensive instructional intervention.

- Addresses one or more of the five components of reading with intentional focus on identified area(s) of deficit according to interim and diagnostic assessments (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and;
- Delivered with sufficient intensity, frequency, urgency, and duration and;
- Guided by data from diagnostic, interim, and observational assessments focused on students' areas of need and;
- Directed by an effective teacher in the teaching of reading and;
- Utilizes a scope and sequence that is delivered explicitly with judicious review, allowing for active and engaged students;
- Delivered in a small group format.

References

2021 Spanish Language Arts Rubrics K-3. New Mexico Public Education Department. (2023, May 18).

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

2022 NMPED Criteria and Guidance for Reviewing Core Instructional Materials for Cultural and Linguistic Relevance. New Mexico Public Education Department. (2021, June).

<https://webnew.ped.state.nm.us/wp-content/uploads/2021/06/CLR-Criteria-and-Guidance-for-Reviewing-Instructional-Materials.pdf>

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Appendices: Questions?

Frequently Asked Questions



Can we submit multiple programs for review?

Yes. This will require a separate *Part I – Letter of Intent to Apply* submission for each program.

Can we submit a program for both intervention and supplemental?

Yes. This will require two *Part I – Letter of Intent to Apply* submissions. One for supplemental and one for intervention.

When will the *Part II – Program Review* application be available?

Programs that meet the criteria of the *Part I – Letter of Intent to Apply* will receive the *Part II – Program Review* application by email on November 14, 2023.



Is the review limited to print materials, or will online resources also be considered?

All materials must be submitted in digital format for review. No hardcopies will be accepted. Online resources can be submitted for review.

Our program is currently on the READ Act Advisory List of Instructional Programming. Do we need to reapply for the latest review process for 2023-2024? Or is our past approval still valid?

Programs that are reviewed and approved remain on the advisory list until the program significantly changes, a new edition is published, or the review criteria changes.

Criteria for Spanish programs has changed, so all Spanish programs must be submitted for review during this cycle.

Conclusion & What's Next



Webinar recording will be posted on the [2023-2024 READ Act Instructional Programming Review Process](https://www.cde.state.co.us/coloradoliteracy/2024-read-act-instructional-programming-process) webpage.

<https://www.cde.state.co.us/coloradoliteracy/2024-read-act-instructional-programming-process>

Questions:

- Contact READAct@cde.state.co.us.

Conclusion



All electronic *Part I – Letter of Intent to Apply* submissions must be received by **Friday, November 3, 2023, at 4:00 PM MT.**

- **Important Note:** Completion of *Part I – Letter of Intent to Apply* does not guarantee a vendor will be approved. Vendors meeting *Part I - Letter of Intent to Apply* must still complete the *Part II - Program Review* and be approved before final inclusion in the READ Act Program Advisory List. Programs that meet *Part I - Letter of Intent to Apply* criteria will receive the *Part II - Program Review* application by email from CDE.

What's Next

Important Dates



- This presentation and webinar recording will be posted to the [2023-2024 READ Act Instructional Programming Review Process](#) webpage by end of day tomorrow.
- *Part I – Letter of Intent to Apply* submissions are **due Friday, November 3, 2023, at 4:00 PM MT.**
- Vendor notification of *Part I – Letter of Intent to Apply* decision. Applications distributed to eligible vendors for *Part II – Program Review* on Tuesday, November 14, 2023.

Questions

READAct@cde.state.co.us