



---

**COLORADO**  
Department of Education

---

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

Technical Assistance Webinar  
October 21, 2021

# Introductions and Webinar Purpose

## **Introductions:**

- Anji Gallanos, Director, Preschool through Third Grade Office
- Tammy Yetter, READ Act Implementation Project Manager, Preschool through Third Grade Office
- Claudia Ladd, Senior Literacy Consultant, Preschool through Third Grade Office
- Marisa Calzadillas, Literacy Projects Coordinator, Preschool through Third Grade Office

## **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](mailto:READAct@cde.state.co.us) for any questions about the review process.

## *Part I – Letter of Intent to Apply* Location:

- [2021-2022 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 professional development products and 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 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
- 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 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](mailto:READAct@cde.state.co.us) prior to the November 5, 2021, 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 opensource 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.

# 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

- 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.

# Timeline: Part I – Letter of Intent to Apply

<b>Part I – Letter of Intent to Apply</b>	
October 18, 2021	Notification of <i>Part I – Letter of Intent to Apply</i> for Instructional Programming
October 21, 2021	Technical Assistance Webinar Thursday, October 21, 2021, at 10:00 AM MT
November 5, 2021	All <i>Part I – Letter of Intent to Apply</i> submissions for Instructional Programming due to <b>CDE by 4:00 PM MT</b>
November 8, 2021 – November 12, 2021	CDE review of <i>Part I – Letter of Intent to Apply</i> for Instructional Programming
November 15, 2021	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> .

# 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.**
- 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.

# Timeline: Part II – Program Review

<b>Part II – Program Review</b>	
November 15, 2021	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, 2021	Application for <i>Part II – Program Review</i> deadline.
January 5, 2022 – January 28, 2022	CDE Review of <i>Part II – Program Review</i> for Instructional Programming
January 31, 2022	Vendor notification of inclusion of instructional programming on CDE Advisory List
January 31, 2022 – February 15, 2022	Vendor appeal window.
March 15, 2022	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 version of the *Part I – Letter of Intent to Apply* application within the Request for Advisory List Submission document 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*.

<b>Name of Publisher:</b> <input type="text"/>	<b>Product Title and Edition (publication year):</b> <input type="text"/>
<b>Contact Person for the Review Submission:</b> <input type="text"/>	<b>Email:</b> <input type="text"/>
<b>Telephone:</b> <input type="text"/>	<b>Mailing Address:</b> <input type="text"/>
<b>Publisher Webpage:</b> <input type="text"/>	<b>Product Webpage:</b> <input type="text"/> The webpage that is specifically related to the program materials for review.

# Letter of Intent to Apply



Instructional Program Submission Overview	
<p><b>Submitting for review and inclusion on the following Advisory List:</b> <i>Indicate below which advisory list this program is being submitted for:</i> <i>Select one.</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> CORE</li><li><input type="checkbox"/> SUPPLEMENTAL</li><li><input type="checkbox"/> INTERVENTION</li></ul> <p><i>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.</i></p>	<p><b>Program Language:</b> <i>Select one.</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> English</li><li><input type="checkbox"/> Spanish</li><li><input type="checkbox"/> Other _____</li></ul>
<p><b>Target Audience:</b> <i>Select all that apply.</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Kindergarten</li><li><input type="checkbox"/> First Grade</li><li><input type="checkbox"/> Second Grade</li><li><input type="checkbox"/> Third Grade</li><li><input type="checkbox"/> English Language Learners</li></ul>	<p><b>Instructional Focus:</b> <i>Select all that apply.</i></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Phonological Awareness</li><li><input type="checkbox"/> Phonics</li><li><input type="checkbox"/> Vocabulary</li><li><input type="checkbox"/> Comprehension</li><li><input type="checkbox"/> Fluency</li></ul> <p><i>Note: To be considered for core programming, all components must be included within the scope and sequence.</i></p>

# 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 short summary (1-2 pages) 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 [2021-2022 Instructional Programming Review Process webpage](#) and upload this document to the 2021-2022 Part I – Letter of Intent to Apply submission form.**

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

- ***publisher name\_program name\_core\_2022\_Summary***
- ***publisher name\_program name\_supplemental\_2022\_Summary***
- ***publisher name\_program name\_intervention\_2022\_Summary***

# Program Summary Form



Use the Program Summary form posted on the [2021-2022 Instructional Programming Review Process webpage](#) and upload this document to the **2021-2022 Part I – Letter of Intent to Apply** submission form.

2021-2022 Instructional Programming Review  
Part I – Letter of Intent to Apply  
Program Summary



**Name of Publisher:** Click or tap here to enter text.

**Product Title and Edition (publication year):** Click or tap here to enter text.

Submitting for review and inclusion on the [Choose an item. Advisory List.](#)

Provide a short summary (1-2 pages) 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)





# 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 Submissions

- **All *Part I - Letter of Intent to Apply* submissions must be received by Friday, November 5, 2021, at 4:00 PM MT.**
- **Submit the *Part I - Letter of Intent to Apply* through the Smartsheet form**  
**<https://app.smartsheet.com/b/form/356d1be94e604a4f8a30442552c764fb>**
- For questions, please contact [READAct@cde.state.co.us](mailto:READAct@cde.state.co.us).

# Smartsheet Form

app.smartsheet.com/b/form/356d1be94e604a4f8a30442552c764fb



 smartsheet

## 2021-2022 Part I - Letter of Intent to Apply

CDE 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 5, 2021 at 4:00 PM MT. No late submissions will be accepted.

Date Submitted \*

Name of Publisher \*

Product Title and Edition (Publication Year) \*

Contact Person for the Review Submission \*

Email \*

Telephone \*

Mailing Address \*

Publisher Webpage \*

Product Webpage \*

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

Advisory List Type \*

Select one.

Program Language \*

Select one.

Target Audience \*

Select all that apply.

Instructional Focus \*

Select all that apply.



# 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><b>Phonological and Phoneme Awareness</b></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><a href="#">CO READ Act K-3 Minimum Competencies</a></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><b>Phonics and Word Study</b></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 A: Comparison of Reading Approaches

	taught systematically, along with many structured opportunities to practice composition. Builds sentence writing skills, paragraph formation, and knowledge of narrative and expository text structures.	stages of the writing process and self-expression, rather than mastery of component skills through planned, cumulative practice. Correction given in individual conferences. "Journaling" is a favored <u>activity, because</u> students choose the topic they write about.
<b>Additional Resources for Understanding Scientifically Based Reading Research and Evidence-based Practices:</b> <ul style="list-style-type: none"><li>● <a href="#">Ending the Reading Wars: Reading Acquisition From Novice to Expert.</a></li><li>● <a href="#">Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</a></li><li>● <a href="#">The National Reading Panel</a></li><li>● Attributes of Effective Universal Instruction, <i>CCR 301-92 6.00</i> (See Appendix D)</li><li>● Attributes of Effective Targeted and Intensive Instructional Intervention, <i>CCR 301-92 7.00</i> (See Appendix E)</li></ul>		
Adapted from <a href="#">Moats, 2007</a>		

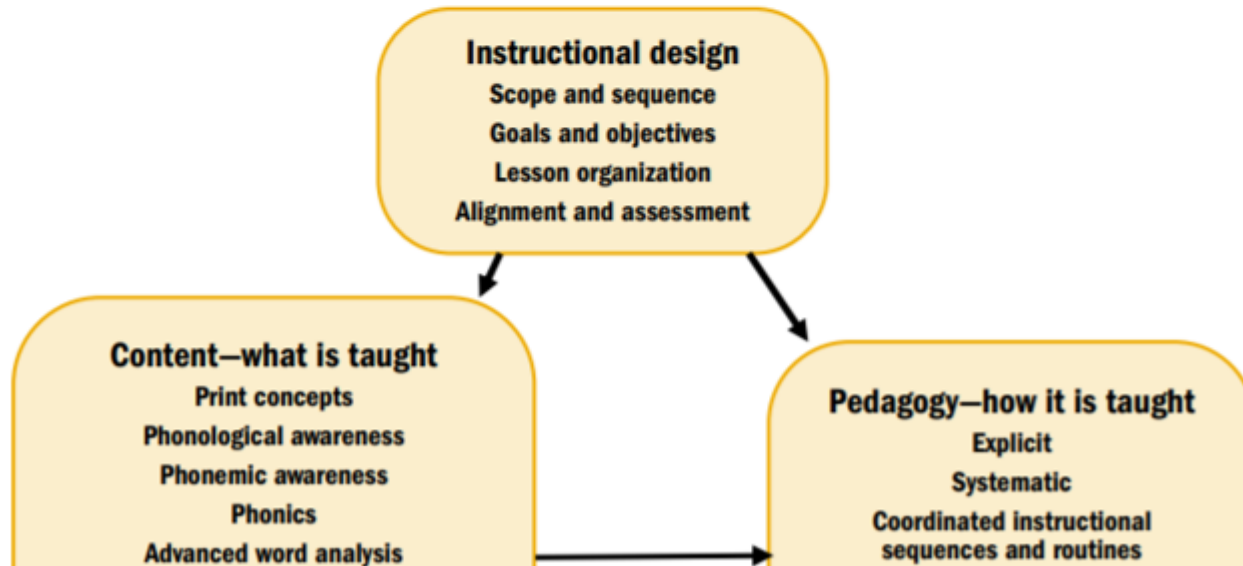


# Appendix B: Elements of Design

## 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, 2.05*

**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, 2.10*

- **Oral Language:** The ability to produce and comprehend spoken language, including vocabulary and grammar. *CCR 301-92, 2.22*
- **Phonological Awareness:** Awareness of the sound structure of spoken words at three levels. *CCR 301-92, 2.24*
- **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, 2.23*
- **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, 2.25*





# 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

- Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT Press.
- Birsh, J. R., & In Carreker, S. (2018). *Multisensory teaching of basic language skills*. Baltimore, MD: Paul H. Brookes Pub. Co.
- Carroll, J. M., Bowyer-Crane, C., Duff, F.J., Hulme, C., & Snowling, M.J. (2011). *Developing language and literacy: Effective intervention in the early years*. West Sussex, England: Wiley-Blackwell.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the Reading Wars: Reading Acquisition From Novice to Expert. *Psychological Science in the Public Interest*, 19(1), 5–51. doi: 10.1177/1529100618772271
- Clarke, P. J., Truelove, E., Hulme, C., & Snowling, M.J. (2013). *Developing reading comprehension*. West Sussex, England: Wiley.
- Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1201-1214, (2019)
- Dehaene, S. (2009). *Reading in the brain*. New York, NY: Penguin Viking.
- Florida Center for Reading Research. (n.d.). Essentials for Reading Success: Layers of Instruction. Retrieved from <http://www.fcrr.org/assessment/ET/essentials/loi/layers.html>

# Appendices: Questions?



Webinar recording will be posted on the [2021-2022 READ Act Instructional Programming Review Process](https://www.cde.state.co.us/coloradoliteracy/2022-read-act-instructional-programming-process) webpage.

<https://www.cde.state.co.us/coloradoliteracy/2022-read-act-instructional-programming-process>

## Additional Questions?

- Contact [READAct@cde.state.co.us](mailto:READAct@cde.state.co.us).

All electronic *Part I – Letter of Intent to Apply* submissions must be received by **Friday, November 5, 2021, 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 [2021-2022 READ Act Instructional Programming Review Process](#) webpage by end of day tomorrow.
- *Part I – Letter of Intent to Apply* submissions are **due Friday, November 5, 2021, 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 Monday, November 15, 2021.



# Final Questions?