Dyslexia and Reading Interventions

Approval List Submissions
Instructional Programming
2020

Arkansas Division of Elementary and Secondary Education
Literacy Unit
Four Capitol Mall
Little Rock, Arkansas 72201

Table of Contents

SECTION 1: Information and Rationale

Background and Purpose

The Right to Read Act, amended by the Arkansas Legislature in 2019, requires "curriculum programs that are supported by the science of reading and based on instruction that is explicit, systematic, cumulative, and diagnostic, including without limitation: (1) dyslexia programs that are evidence based and aligned to structured literacy or grounded in the Orton-Gillingham methodology, (2) evidence-based reading intervention programs, and (3) evidence-based reading programs that are grounded in the science of reading."

Pursuant to Ark. Code Ann. § 6-17-429(f), the Arkansas Division of Elementary and Secondary Education shall identify and create a list of approved materials, resources, and curriculum programs for public school districts and open-enrollment public charter schools.

Ark. Code Ann. § 6-41-602. Definitions

(3) "Dyslexia program" means explicit, direct instruction that is:
- (A) Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that target the specific needs of the student without presuming prior skills or knowledge of the student;
- (B) Systematic, multisensory, and research-based;
- (C) Offered in a small group setting to teach students the components of reading instruction, including without limitation:
  - (i) Phonemic awareness to enable a student to detect, segment, blend, and manipulate sounds in spoken language;
  - (ii) Graphophonemic knowledge for teaching the letter-sound plan of English;
  - (iii) The structure of the English language that includes morphology, semantics, syntax, and pragmatics;
  - (iv) Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
  - (v) Strategies that students use for decoding, encoding, word recognition, fluency, and comprehension; and
- (D) (i) Delivered with fidelity.
  - (ii) "Fidelity" means the intervention is done as the author of the program intended;

Ark. Code Ann. § 6-41-605. Instructional approaches

(a) Dyslexia intervention for a student whose dyslexia level I or level II screening under § 6-41-603(c)(2) indicates the need for dyslexia intervention services may include the following instructional approaches:
- (1) Explicit, direct instruction that is systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student;
- (2) Individualized instruction to meet the specific needs of the student in a small group setting that uses intensive, highly concentrated instruction methods and materials that maximize student engagement;
- (3) Meaning-based instruction directed at purposeful reading and writing with an emphasis on comprehension and composition; and
- (4) Multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.

Request for Approval List Submissions

The Arkansas Division of Elementary and Secondary Education requests submission of two program categories:

1) Materials, resources, and curriculum for **Dyslexia Intervention Programs**
   - To be reviewed as a Comprehensive Dyslexia Program, program providers must submit materials for review for all five components (phonological/phonemic awareness, phonics, vocabulary, comprehension, and fluency).
   - To be reviewed as a Multi-Component Dyslexia Program, program providers must submit materials for review for at least three components (phonological/phonemic awareness, phonics, vocabulary, comprehension, and/or fluency).
   - Primary form of delivery must be face-to-face
2) Materials, resources, and curriculum for **Evidence-Based Reading Intervention Programs**
   - Must submit for review of one or more components (phonological/phonemic awareness, phonics, vocabulary, comprehension, and/or fluency)

Eligibility Criteria

The submission of a **1) Dyslexia Intervention Program** and **2) Evidence-Based Reading Intervention Program** must include a complete **Program Provider Profile (PPP)**.

Program Providers submitting as a **Dyslexia Intervention Program** must complete the **Section 5: Dyslexia Program Provider Profile**.

Eligibility Process Overview

There is one phase to this review process.

DISQUALIFIER:

If the theoretical basis of any submitted program utilizes the Three Cueing Systems Model of Reading or Visual Memory as the primary basis for teaching word recognition, it shall be disqualified as cognitive science refutes its benefit in foundational reading skills acquisition.

RESEARCH:

Buckingham, J. (2018, July). Research brief 2: systematic synthetic phonics. Retrieved from Five From Five: https://www.fivefromfive.org.au/wp-content/uploads/2018/07/rb2.pdf

Castles, A., Rastle, K., & Nation, K. (2018, January 11). Ending the reading wars: reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19, 5-51.

International Dyslexia Association, & Moats, L. (2017). Structured Literacy: Effective Instruction for Students with Dyslexia and Related Reading Difficulties.

Kilpatrick, D. (2015). *Essentials of assessing, preventing, and overcoming reading difficulties*. Hoboken, NJ: John Wiley & Sons.

Moats, L. (2007). Whole-language high jinks: how to tell when "scientifically-based reading instruction" isn't. Thomas B. Fordham Institute.

Research findings in reading instruction are settled science. (2015, June). Retrieved from International Foundation for Effective Reading Instruction: http://www.iferi.org/wp-content/uploads/2015/07/IFERI-INFORM-No.4-June-2015-Settled-Science.pdf

Seidenberg, M. (2017). *Language at the speed of sight: how we read, why so many can't, and what can be done about it*. New York, NY: Basic Books.

Submission
- Incomplete Program Provider Profiles will **NOT** be reviewed.
- Applications must be submitted electronically as **one PDF document** which includes the PPP and any ancillary documents from the program provider. File name must have the following format (publisher_program name_2020_PER).
- **Two hard copies** must be submitted. Hard copies should be **clearly tabbed and labeled with all component criteria and bound**. DO NOT include hyperlinks.
- Reviewers are **not obligated to score criteria** that is **not clearly tabbed and labeled**.

Send all electronic and hard copy materials to **Dr. Brooke Butler** at:
- ARreadingPER@gmail.com
- Mailing Address: ATTN: Dr. Brooke Butler
                         Arkansas Division of Elementary and Secondary Education
                         Four Capitol Mall
                         Little Rock, Arkansas 72201

DUE DATE: Program Provider Profile application and ancillary documents must be submitted electronically and postmarked by **March 11, 2020**.

PPP: Intent
This section must include a brief description of the program. Program providers will also identify the target audience and audience description.

PPP: Scored Elements
- **Explicit:** Provide a clear explanation of the program components. Explicit instruction involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. Instruction is concise, specific, and related to the objective with scaffolding and guided practice.
- **Systematic and Cumulative:** Provide a detailed scope and sequence for each component being submitted for review, which includes spiraling review. Systematic and explicit instruction includes a carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever students are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it effectively.
- **Diagnostic:** Provide a list of program assessments, including how and when they are used.
- **Placement Policy:** Provide a description of the placement procedures for students.
- **Exit Criteria:** Provide a description of the exit criteria that is utilized in the program.
- **Pacing:** Please describe how instruction is adaptive and flexible to the needs of the students in order to remediate the skill(s) gap. Describe how the program provides more detail and extensive practice if needed.
- **Professional Development:** Provide a description of the training, support and/or coaching that is offered with the program.

Dyslexia Program Provider Profile
This section is **<ins>REQUIRED</ins>** for program providers submitting a **Dyslexia Intervention Program** for review.

Those submitting for **Reading Intervention: Component Specific** are **<ins>NOT</ins>** required to complete Section 5: Dyslexia Program Provider Profile.

- **Justification:** Provide a justification and/or explanation of how the program is aligned to Structured Literacy or grounded in the Orton-Gillingham methodology.
- **Grade Bands:** Identify grade bands for which this program is intended.
- **Fidelity:** Please define the parameters that must be in place for the program to be implemented with fidelity.
- **Training:** Identify what training is required for the interventionist in order to ensure that the program is delivered with fidelity.

Usability

Usability indicates ease of access to include the required or provided training, available digital platforms and/or resources, and delivery format that ensure effective results and improve outcomes when implemented.

Pricing Structure

This section must include a clear and concise description of pricing structure for 2020-2021. This would include required program components for successful implementation. This would include the pricing for any required and/or recommended training.

Agreement of Completion

Program Provider Profile: Phase 2 Cover Page
Section 1: Intent
Section 2: Scored Elements
Section 3: Pricing Structure
Section 4: Usability
Section 5: Dyslexia Program Provider Profile (only required for program providers submitting a program for review as a Dyslexia Intervention Program)
Section 6: Agreement of Completion
Required Supplemental Documentation
Entirety of Curriculum Program materials **postmarked by March 11, 2020** to Attn: Dr. Brooke Butler, Four Capitol Mall – Little Rock, Arkansas 72201
2 bound hardcopies of Program Provider Profile and required supplemental documents: **postmarked by March 11, 2020** to Attn: Dr. Brooke Butler, Four Capitol Mall – Little Rock, Arkansas 72201
Digital Copy emailed or a link for download (Google Folder) to Dr. Brooke Butler at ARreadingPER@gmail.com
Signature and Date: Confirming all sections listed above are complete

SECTION 3: Required Materials and Scoring

Required Materials

Program providers must submit all curriculum materials for program being reviewed (e.g., teacher's manuals, assessments, teacher resources, student materials).

Scoring

Each Component will be scored **independently**. The Component Score will consist of three independent scores: one for Instructional Design, one for Evidence-Based, and one for Efficacy.

Dyslexia Intervention Program submissions that **Meet Expectations** in **Instructional Design** and **Evidence-Based Research** and score at least **Promising, Moderate, or Strong Evidence in**

Efficacy in all **five components** will be placed on the **Comprehensive Dyslexia Intervention Programs 2020-21 List** (all five components meet expectations).

Dyslexia Intervention Program submissions that **Meet Expectations** in **Instructional Design** and **Evidence-Based Research** and score at least **Promising, Moderate, or Strong Evidence in Efficacy** in **three or four components** will be placed on the **Multi-Component Dyslexia Intervention Programs 2020-21 List** (at least three or more components meet expectations). The listing will identify what three or four components Met Expectations.

Intervention Reading Program submissions that **Meet Expectations** in **Instructional Design** and **Evidence-Based Research** and score at least **Promising, Moderate, or Strong Evidence in Efficacy** for the components for which have been submitted for review will be placed on the **Evidence-Based Reading Intervention Programs Approved 2020-21 List**. The listing will identify what components Met Expectations.

Efficacy Score and Required Materials

Efficacy Statement: Program Providers must also include a summary of findings on how the curriculum program has produced effective results and improved outcomes for the target population for each component being submitted for review.

Program providers will be scored based on the level of evidence in the summary of findings on how the curriculum program has produced effective results and improved outcomes. Programs must be rated as Promising Evidence, Moderate Evidence, or Strong Evidence in order to be placed on the approved list of Comprehensive Multi-Component Dyslexia Intervention Programs and Evidence-Based Reading Intervention Programs Approved List.

The Efficacy Score will be derived from the Efficacy Statement and required supporting documentation that specifically addresses the component(s) being submitted for review. Program providers must include the report of research findings. Only one Efficacy Statement and required supporting report(s) of research findings is required per component.

Efficacy Ratings
Strong Evidence: • 1 well-designed experimental study(s) conducted by independent researchers • the study(s) should show a statistically significant positive effect of the program on a student outcome or other relevant outcome and be consistent with other research findings (peer reviewed and meets randomized control trial) • large sample(s) with diverse populations   **Moderate Evidence:** • 1 well-designed quasi-experimental study(s) conducted by independent researchers • the study(s) should show a statistically significant positive effect of the program on a student outcome or other relevant outcome and be consistent with other research findings (peer reviewed) • large sample with diverse populations   **Promising Evidence:** • 1 well-designed correlational study • the study should show a statistically significant positive effect of the program on a student outcome or other relevant outcome and be consistent with other research findings   **No Evidence:** No research study evident or research study results did not show statistically significant positive effects

Evidence-Based Score and Required Materials

The Evidence-Based Score will be derived from the Validity Statements and Research Narratives provided for Content and Instructional Strategies.

- **Validity Statement(s):** The program provider's summary of findings of multiple research studies. These research studies must be based in the Science of Reading.
- **Research Narrative(s):** The program provider's description of how research was utilized to determine content and instructional strategies and the **degree of correlation** between program content and instructional strategies and the research findings.

Instructional Design Score and Required Materials

The Instructional Design Score will be derived from evaluation of Content and Instructional Strategies. Program providers must submit the required materials for each area.

All Rubric Component Criteria should be correctly and explicitly labeled within the provided lessons and/or assessments. The reviewers are **NOT** obligated to score a Component Criteria that is not correctly and explicitly labeled.
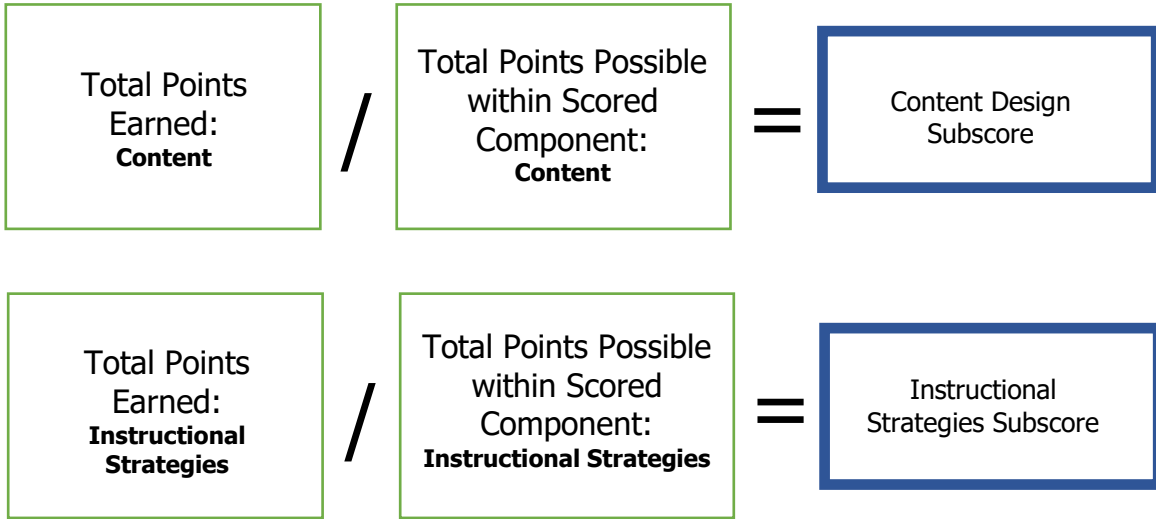
Area	Required Submission Materials	Percentage of Instructional Design Score
Content	• Two or more lessons from the curriculum program from which all of the content criteria can be scored. • Program providers could also supply examples of teacher manuals, assessments, teacher resources, and/or student materials to address content criteria. • The content criteria must be numbered and labeled within the provided lessons. • Provided lessons should be reflective of the program provider's Research Narrative.	50%
Instructional Strategies	• Two or more lessons from the curriculum program from which all of the instructional strategies criteria can be scored. • Program providers could also supply examples of teacher's manuals, assessments, teacher resources, interventionist training, and/or student materials to address content criteria. • The instructional strategies criteria must be numbered and labeled within the provided lessons. • Provided lessons should be reflective of the program provider's Research Narrative.	50%

Instructional Design Score

Instructional Design, which includes Content and Instructional Strategies, will be assessed primarily using the lessons and/or assessments provided by the program provider. All provided curriculum materials may be used to evaluate the program.
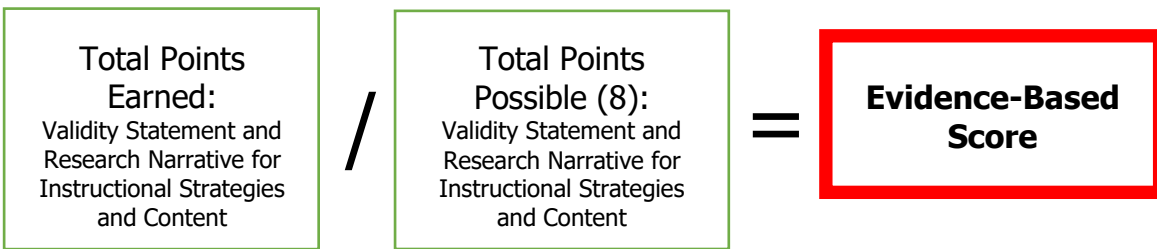
Instructional Design Subscores

Total Points Earned: **Content**	/	Total Points Possible within Scored Component: **Content**	=	Content Design Subscore
Total Points Earned: **Instructional Strategies**	/	Total Points Possible within Scored Component: **Instructional Strategies**	=	Instructional Strategies Subscore

Final Instructional Design Score

Subscores	Multiplier	Instructional Design Score
Content	.5	Sum of Subscores
Instructional Strategies	.5	

$$(\text{Content Design Subscore} * .5) + (\text{Instructional Strategies Subscore} * .5) = \textbf{Instructional Design Score}$$

Evidence-Based Score

Evidence-Based in Supporting the Science of Reading will be assessed using the Validity Statement and Research Narrative.

Evidence-Based Score: Validity Statement and Research Narrative

| Total Points Earned: Validity Statement and Research Narrative for Instructional Strategies and Content | / | Total Points Possible (8): Validity Statement and Research Narrative for Instructional Strategies and Content | = | **Evidence-Based Score** |

Score Brackets

Instructional Design Component Score	
Meets Expectations	**75%-100%**
Does Not Meet Expectations	**74% and Below**

Evidence-Based Component Score	
Meets Expectations	**75%-100%**
Does Not Meet Expectations	**74% and Below**

Statement of Review

An independent national literacy consultant, an independent national researcher, and an independent national education consultant will oversee the review procedures and processes.

Curriculum programs will be scored using the attached Arkansas Dyslexia and Reading Intervention Program Evaluation Rubric.

SECTION 4: Rubric

The Arkansas Dyslexia and Reading Intervention Program Evaluation Rubric will be used to evaluate programs.

Phonological/Phonemic Awareness

Component: Phonological/Phonemic Awareness	
Indicators of Alignment to Science of Reading *Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)*	**Evidence Rating**

Instructional Design

Content

Evidence-Based, Grounded in the Science of Reading

• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Content Evidence-Based Subscore:		

Content Criteria

• **A1 - Phonology** [Instruction includes awareness of the speech sounds of English including articulatory features (e.g., placement of production, voicing, flow of air)]	2, 1, 0	
• **A2 – Phonological/Phonemic Awareness** (Early: rhyming, syllabication, onset-rime)	2, 1, 0	
• **A3 - Phonemic Awareness** • **A3a - Basic:** (phoneme blending, phoneme segmentation) • **A3b - Advanced:** [manipulation (addition, deletion, substitution)]	2, 1, 0	
Content Subscore:		

Instructional Strategies

Evidence-Based, Grounded in the Science of Reading

• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Instructional Strategies Evidence-Based Subscore:		

Instructional Strategies Criteria

• **A4 – Routines** (Lessons include instructional routines and/or scripts for teachers to introduce, define, or explain new skills through demonstration, modeling and guided practice before students are asked to perform the skills.)	2, 1, 0	
• **A5 – Application** (There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.)	2, 1, 0	
• **A6 – Scope and Sequence** (The scope and sequence for a component shows a clear progression from less complex to more complex.)	2, 1, 0	
• **A7 – Subskills** (There is evidence of cumulative review of all subskills.)	2, 1, 0	
• **A8 – Articulatory** (Articulatory features of phonemes and words are explicitly taught using a mirror, describing the speech sound, or using a hand gesture or mouth picture to illustrate the way the speech sound is produced.)	2, 1, 0	
• **A9 – Scaffolding** (Word selection is based on contrast targeted skills.) • **A9a** - Wide or narrow Phoneme (e.g., /m/, /z/ vs. /m/, /n/) or rhyme contrasts (fan/seat vs. fan/pin) • **A9b** - Words whose spellings do not transparently represent the phonemes	2, 1, 0	

• **A10 – Keywords** [Keywords are used to clearly illustrate the phoneme feature (avoiding distorted phonemes due to coarticulation effect).]	2, 1, 0	
• **A11 – Speech Sound** [Clearly focuses on the speech sound for phonemic awareness instruction (not the letter name).]	2, 1, 0	
• **A12 – Segmentation** (Students analyze spoken words at the phoneme level, pulling apart the two phonemes in consonant blends when segmenting.)	2, 1, 0	
• **A13 – Multisensory** (Movement and/or manipulatives are used to make sounds in words concrete.)	2, 1, 0	
Instructional Strategies Subscore:		

Instructional Design Score:	
Summary Statement:	

Evidence-Based

Evidence-Based, Grounded in the Science of Reading
Phonological/Phonemic Awareness Evidence-Based Score (Evidence-Based, Grounded in the Science of Reading Criteria Scores from Content and Instructional Strategies):
Summary Statement:

Efficacy Criteria

Evidence-Based

Evidence-Based, Grounded in the Science of Reading		
Efficacy Criteria		
• **Efficacy** (For the component for which the program is being submitted for review, the program must include evidence of alignment to the Efficacy Ratings as provided in the submission guidelines.)	Strong Moderate Promising No Evidence	
Efficacy Score:		
Summary Statement:		

Phonics & Word Recognition

Component: Phonics		
Indicators of Alignment to Science of Reading *Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)*		**Evidence Rating**

Instructional Design

Content

Evidence-Based, Grounded in the Science of Reading

• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Content Evidence-Based Subscore:		

Content Criteria

• **B1 - Letter ID** (upper case, lower case)	2, 1, 0	
• **B2 – Grapheme Sound Match**	2, 1, 0	
• **B3 - Decoding** (process of translating print into speech)	2, 1, 0	
• **B4 - Application** (practice using decodable text beginning at the word level and progressing to phrases, sentences, and passages)	2, 1, 0	
• **B5 - Word Recognition** (automatic effortless retrieval; orthographic mapping)	2, 1, 0	
• **B6 - Encoding** (the process of converting speech to print)	2, 1, 0	
• **B7 - Application** (practice encoding skills linking sound-symbol, spelling generalizations, and meaning)	2, 1, 0	
• **B8 - Word Study** [advanced decoding (e.g., syllable patterns, affixes, orthographic rules)]	2, 1, 0	
• **B9 - Handwriting** (manuscript and cursive; explicit path of movement; how to position paper, how to hold a pencil, how to form letters correctly)	2, 1, 0	
Content Subscore:		

Instructional Strategies

Evidence-Based, Grounded in the Science of Reading

• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Instructional Strategies Evidence-Based Subscore:		

Instructional Strategies Criteria

• **B10 – Routines** (Lessons include instructional routines and/or scripts for teachers to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform the skills.)	2, 1, 0	
• **B11 – Practice** (There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback by providing insight into the language and/or orthographic structures in those words.)	2, 1, 0	
• **B12 – Scope and Sequence** (The scope and sequence for a component shows a clear progression from complex to more complex for decoding and encoding.)	2, 1, 0	
• **B13 – Subskills** (There is evidence of cumulative review of all subskills.)	2, 1, 0	
• **B14 – Grapheme Sound** [Grapheme sound instruction integrates the grapheme name, sound, and how to write the symbol (cursive/print).]	2, 1, 0	
• **B15 – Multisensory** [Multisensory resources such as alphabet arcs, sound-symbol cards, and grapheme tiles, signals, hand gestures, moveable objects (e.g., chips,	2, 1, 0	

tiles), or coding are used to cue student responses during activities for both decoding and encoding.]		
• **B16 – Orthographic Mapping** (Students are taught that nearly all words can be read or spelled using knowledge of speech-to-print relationships and that those with an irregularity usually just differ in one grapheme or have a different language of origin (e.g., mother, kind, taco).]	2, 1, 0	
• **B17 – Explicit** [All steps are included in an explicit phonics lesson. (For example, develop phonemic awareness, introduce sound/spelling correspondence, blend and read words, practice word chaining, build automatic word recognition, spell and write selected lesson words, and apply to decodable text reading).	2, 1, 0	
• **B18 – Syllables** (Syllable types, syllable division principles, and strategies utilized to isolate roots and affixes are used to support multisyllabic word reading and spelling.)	2, 1, 0	
• **B19 – Decodable** [Decodable texts (e.g., words list, phrases, sentences, passages, books) are used to support developing readers in applying taught phonics concepts in context.]	2, 1, 0	
• **B20 – Opportunity** (Ample opportunities for student(s) to read connected text and write dictated or composed sentences are provided daily, with appropriate feedback on decoding and encoding errors.)	2, 1, 0	
• **B21 – Reading and Writing Accuracy** [Reading and writing accuracy is built through precise decoding and encoding practice (e.g., word lists, phrases, sentences, and passages).]	2, 1, 0	
• **B22 – Corrective Feedback** (The student is guided to correct his or her decoding and encoding errors.)	2, 1, 0	
Instructional Strategies Subscore:		
Phonics Instructional Design Score:		
Summary Statement:		

Evidence-Based
Evidence-Based, Grounded in the Science of Reading

Phonics Evidence-Based Score **(Evidence-Based, Grounded in the Science of Reading Criteria Scores from Content and Instructional Strategies):**	
Summary Statement:	

Efficacy Criteria

Evidence-Based		
Evidence-Based, Grounded in the Science of Reading		
Efficacy Criteria		
• **Efficacy** (For the component for which the program is being submitted for review, the program must include evidence of alignment to the Efficacy Ratings as provided in the submission guidelines.)	Strong Moderate Promising No Evidence	
Efficacy Score:		
Summary Statement:		

Vocabulary

Component: Vocabulary		
Indicators of Alignment to Science of Reading *Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)*		**Evidence Rating**

Instructional Design

Content		
Evidence-Based, Grounded in the Science of Reading		
• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Content Evidence-Based Subscore:		
Content Criteria **Word Choice / Word Selection**		
• **C1 - High-Utility, Multiple Meaning Vocabulary**	2, 1, 0	
• **C2 - Content Specific Vocabulary**	2, 1, 0	
• **C3 - Morphology** (meanings of affixes and Anglo-Saxon, Greek and Latin base words)	2, 1, 0	
• **C4 - Oral Language** (phonological, semantic, syntactic, pragmatics)	2, 1, 0	
Content Subscore:		

Instructional Strategies		
Evidence-Based, Grounded in the Science of Reading		
• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Instructional Strategies Evidence-Based Subscore:		
Instructional Strategies Criteria		
• **C5 – Routines** (Lessons include vocabulary instructional routines and/or scripts for teachers to introduce, define, or explain new vocabulary words through demonstration and modeling before students are asked to perform the skills.)	2, 1, 0	
• **C6 – Practice** (Offers multiple opportunities for students to practice new vocabulary with instructions for the teacher to give immediate corrective feedback.)	2, 1, 0	
• **C7 – Scope and Sequence** (The scope and sequence for a component shows a clear progression from less complex to more complex.)	2, 1, 0	
• **C8 – Student-Friendly** (New words are introduced with a student-friendly definition.)	2, 1, 0	
• **C9 – Affixes and Roots** (Morphological word families are analyzed using common affixes and roots meanings)	2, 1, 0	
• **C10 – Morphemes** (Familiar morphemes, especially in Latin-and Greek-derived words are taught and identified in connected text.)	2, 1, 0	
• **C11 – Word Relationships** (Word relationships, such as antonyms, synonyms, associations, multiple meanings, and shades of meaning are taught.)	2, 1, 0	
• **C12 – High Utility Words** [Words for explicit, in-depth teaching that are central to the meaning of a text or topic and likely to generalize to other contexts are prioritized (Beck's Tier Two words).]	2, 1, 0	

• **C13 – Resources** [Students are provided instruction, routines and practice for using resources to expand word knowledge (dictionary, thesaurus).]	2, 1, 0	
• **C14 – Texts** [Reading materials (read aloud and student reading) are chosen to expand vocabulary knowledge.]	2, 1, 0	
• **C15 – Environment** (A rich language environment is promoted by scaffolding high-quality language in student dialogue, reading appropriate literature aloud, engaging students in activities involving vocabulary, and modeling academic language use.)	2, 1, 0	
Instructional Strategies Subscore:		

Vocabulary Instructional Design Score:	
Summary Statement:	

Evidence-Based

Evidence-Based, Grounded in the Science of Reading	
Vocabulary Evidence-Based Score **(Evidence-Based, Grounded in the Science of Reading Criteria Scores from Content and Instructional Strategie):**	
Summary Statement:	

Efficacy Criteria

Evidence-Based

Evidence-Based, Grounded in the Science of Reading		
Efficacy Criteria		
• **Efficacy** (For the component for which the program is being submitted for review, the program must include evidence of alignment to the Efficacy Ratings as provided in the submission guidelines.)	Strong Moderate Promising No Evidence	
Efficacy Score:		
Summary Statement:		

Comprehension

Component: Comprehension		
Indicators of Alignment to Science of Reading *Meets Expectations (2 points) Partially Meets (1 point) Does NOT Meet (0 points)*		**Evidence Rating**

Instructional Design		
Content		
Evidence-Based, Grounded in the Science of Reading		
• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Content Evidence-Based Subscore:		
Content Criteria		
• **D1 - Background Knowledge** (facts, concepts, contextual knowledge. incorporated with lesson)	2, 1, 0	
• **D2 - Vocabulary** (thematically linked, precision, breadth)	2, 1, 0	
• **D3 - Language Structures** (syntax, semantics)	2, 1, 0	
• **D4 - Verbal Reasoning** (inference, figurative language, cohesive devices)	2, 1, 0	
• **D5 - Literacy Knowledge** (print concepts, text structure, genres)	2, 1, 0	
• **D6 - Comprehension Monitoring** (students monitor their comprehension)	2, 1, 0	
• **D7 - Retell** (e.g., sequence of events)	2, 1, 0	
• **D8 - Student Question(s) Generation**	2, 1, 0	
• **D10 - Text Dependent Question(s)**	2, 1, 0	

• **D11 - Listening Comprehension**
  • **D11a - Oral Language Development**
  • **D11b - Literary Text** (understand text that is read aloud and remember, discuss, and retell orally)
  • **D11c - Informational Text** (understand text that is read aloud and explain topical knowledge orally)
	2, 1, 0	

• **D12 - Reading Comprehension**
  • **D12a - Literary Text** (understand text that is read and remember, discuss, and retell)
  • **D12b - Informational Text** (understand text that is read and explain topical knowledge)
	2, 1, 0	

Content Subscore:		
Instructional Strategies		
Evidence-Based, Grounded in the Science of Reading		
• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Instructional Strategies Evidence-Based Subscore:		
Instructional Strategies Criteria		
• **D13 – Routines** (Lessons include instructional routines and/or scripts for teachers to introduce, define, or explain new skills through demonstration and modeling before students are asked to perform the skills.)	2, 1, 0	
• **D14 – Practice** (There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.)	2, 1, 0	

• **D15 – Scope and Sequence** (The scope and sequence for a component shows a clear progression from less complex to more complex.)	2, 1, 0	
• **D16 – Review** (There is evidence of cumulative review of all subskills.)	2, 1, 0	
• **D17 – Strategies** (Includes comprehensive listening and/or reading comprehension lessons that address print concepts, background knowledge, interpretation of vocabulary and academic language, and text structure using strategies that fit the text.)	2, 1, 0	
• **D18 – Texts** (Analyzes the major differences between narrative and informational texts.)	2, 1, 0	
• **D19 – Graphic Organizers** (Uses graphic organizers matched to specific informational text structures during reading and while planning written responses.)	2, 1, 0	
• **D20 – Questioning** (Questions are identified to facilitate inference-making and higher-order reasoning.)	2, 1, 0	
• **D21 – Student Questioning** (Students strategically question to clarify, interpret, and build meanings as they read.)	2, 1, 0	
• **D22 – Retelling** [Ensure that students have understood and can communicate the big ideas or enduring meanings of the text, using a variety of response modes (e.g., oral retell, written summary, artistic interpretation).]	2, 1, 0	
• **D23 – Parts of Speech** (Teach students how to identify the basic parts of speech and to relate a word's meaning, spelling, and pronunciation to its grammatical role in a sentence.)	2, 1, 0	
• **D24 – Syntax** (Teach students how to construct and deconstruct simple, complex, and compound sentences.)	2, 1, 0	
• **D25 – Syntax Manipulation** (Use techniques of explicit sentence manipulation, such as sentence elaboration, sentence paraphrase, identifying the function of words within a sentence, and sentence combining, to build syntactic awareness.)	2, 1, 0	
Instructional Design Subscore:		
Comprehension Instructional Design Score:		
Summary Statement:		

Evidence-Based	
Evidence-Based, Grounded in the Science of Reading	
Comprehension Evidence-Based Score **(Evidence-Based, Grounded in the Science of Reading Criteria Scores from Content and Instructional Strategies):**	
Summary Statement:	

Efficacy Criteria

Evidence-Based		
Evidence-Based, Grounded in the Science of Reading		
Efficacy Criteria		
• **Efficacy** (For the component for which the program is being submitted for review, the program must include evidence of alignment to the Efficacy Ratings as provided in the submission guidelines.)	Strong Moderate Promising No Evidence	
Efficacy Score:		
Summary Statement:		

Fluency / Automaticity

Component: Fluency		
Indicators of Alignment to Science of Reading *Meets Expectations (2 points)*　　*Partially Meets (1 point)*　　*Does NOT Meet (0 points)*		**Evidence Rating**

Instructional Design		
Content		
Evidence-Based, Grounded in the Science of Reading		
• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Content Evidence-Based Subscore:		
Content Criteria		
• **E1 - Accuracy** (Word work includes emphasis on the internal structure of the word, which leads to accuracy)	2, 1, 0	
• **E2 - Rate** (Correct words per minute, appropriate for the task)	2, 1, 0	
• **E3 - Prosody** (Expression and volume, smoothness, pace, and phrasing)	2, 1, 0	
• **E4 - Automaticity** (Fluency is not a separate sub-skill but a by-product of automaticity in word recognition sub-skills)	2, 1, 0	
Content Subscore:		
Instructional Strategies		
Evidence-Based, Grounded in the Science of Reading		
• **Validity** (The program provides evidence of being grounded in conceptual research and theoretical models with reference to multiple research findings.)	2, 1, 0	
• **Research Narrative** (Describes the correlation between research findings and content.)	2, 1, 0	
Instructional Strategies Evidence-Based Subscore:		
Instructional Strategies Criteria		
• **E5 – Routines** (Lessons include instructional routines and/or scripts for teachers to introduce, define, or explain what makes a fluent skilled reader through demonstration and modeling before students are asked to perform the skills.)	2, 1, 0	
• **E6 – Practice** (There are multiple opportunities for students to practice new skills with instructions for the teacher to give immediate corrective feedback.)	2, 1, 0	
• **E7 – Scope and Sequence** (The scope and sequence for a component shows students develop automaticity in progressively more complex text.)	2, 1, 0	
• **E8 – Review** [There is evidence of cumulative review of automaticity at a variety of levels (e.g, grapheme-sound combinations, syllable patterns, word patterns)]	2, 1, 0	
• **E9 – Encoding** (Build fluency in letter formation, copying, dictation, and transcription through frequent, distributed practice and brief timed activities.)	2, 1, 0	
• **E10 – Decoding** (Fluency-building routines and activities are built into reading lessons, including brief speed drills, phrase-cued reading, simultaneous oral reading, alternate oral reading, and/or repeated readings.)	2, 1, 0	
• **E11 – Comprehension** (Fluency-building routines and activities for both automatic application of literacy subskills and for text reading are used as appropriate.)	2, 1, 0	

• **E12 – Goal Setting** (Fluency goals and objectives are developed with students and involve students in graphing progress toward those goals (e.g., charting accuracy, rate, and/or prosody).]	2, 1, 0	
Instructional Strategies Subscore:		

Fluency Instructional Design Score:	
Summary Statement:	

Evidence-Based
Evidence-Based, Grounded in the Science of Reading

Fluency Evidence-Based Score **(Evidence-Based, Grounded in the Science of Reading Criteria Scores from Content and Instructional Strategies):**	
Summary Statement:	

Efficacy Criteria

Evidence-Based		
Evidence-Based, Grounded in the Science of Reading		
Efficacy Criteria		
• **Efficacy** (For the component for which the program is being submitted for review, the program must include evidence of alignment to the Efficacy Ratings as provided in the submission guidelines.)	Strong Moderate Promising No Evidence	
Efficacy Score:		
Summary Statement:		

SECTION 4: Program Provider Profile (PPP): Phase 2

PROGRAM PROVIDER PROFILE (PPP)

COVER PAGE

Name of Publisher

Product Title:

Edition: **Publication Year:**

ALL programs providers are submitting as Intervention Reading Programs. To submit as a Dyslexia Intervention Program, please see criteria below.

If the program is to be reviewed for inclusion on the **Dyslexia Intervention Programs Lists**, **please confirm** each statement below by checking the corresponding box.

Yes, this program is being submitted for review for inclusion on one of the Dyslexia Intervention Lists [must submit materials for review for at least three or more components (phonological awareness, phonics, vocabulary, fluency, comprehension)]. MUST complete Section 5 of the PPP.

For each component being submitted for review, an efficacy statement is provided which includes a study or studies on students with dyslexia.

Reading Intervention: Submitting for review of the following essential reading component(s) **(must select 1 or more)**:

Phonological/Phonemic Awareness

Phonics / Word Study

Vocabulary

Comprehension

Fluency

Dyslexia Intervention: Submitting for review of the following essential reading components **(must select 3 or more)**:

Phonological/Phonemic Awareness

Phonics / Word Study

Vocabulary

Comprehension

Fluency

Contact Person:

Street Address:

City: **State:**

Telephone Number: **Website:**

Email Address:

REVIEW

Please Note: The Program Provider Profile must be submitted as **one PDF** that includes all ancillary documentation. When labeling provided ancillary documents, please include the question it is in support of and a document title.

For example, if providing ancillary documents for question **Section 1: C) Audience Description**, the document(s) should be labeled in the <u>heading</u> as follows:

Section1_Intent_C.AudienceDescription_(Title of Program Document)

SECTION 1: INTENT

A) Brief Description of Product: Please provide a brief description of the component(s) of this product. **(REQUIRED, 2000 Character Limit)**

B) Target Audience: Please identify the program's target audience.

C) Audience Description: Please describe how this product addresses the needs of the group identified in question I:B) Target Audience. Attach the additional pages if necessary. **(REQUIRED)**

D) Elementary to Secondary: If the program spans from elementary to secondary, please describe how the pacing and content is modified to address the needs of the learners.

SECTION 2: SCORED ELEMENTS

The following questions in Section 2: Scored Elements are used in the scoring process in conjunction with the Arkansas Dyslexia and Reading Intervention Program Evaluation Rubric.

A) Explicit: Provide a clear explanation of the core program components.

Explicit instruction involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. Instruction is concise, specific, and related to the objective with scaffolding and guided and independent practice. **(REQUIRED, 2000 Character Limit)**

B) Systematic and Cumulative: Provide a detailed scope and sequence for each component being submitted for review, which includes spiraling review.

Systematic and explicit instruction includes a carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever students are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it effectively. Please feel free to attach additional pages if necessary. **(REQUIRED)**

C) Diagnostic: Provide a list of program assessments, including how and when they are used (e.g., placement tests, formative, summative, diagnostic). **(REQUIRED, 2000 Character Limit)**

D) Placement Policy: (REQUIRED)

1) Define program placement policy (where a student begins instruction).
2) Justify the design of the student placement policy.

Please feel free to attach additional pages if necessary.

E) Exit Criteria: (REQUIRED)

1) Define program exit criteria. How is it determined a student no longer needs the intervention or continued support?
2) Justify the design of the program exit and reentry criteria.

Please feel free to attach additional pages if necessary.

F) Pacing: Please describe how instruction is adaptive and flexible to the needs of the students in order to remediate the skill(s) gap. Describe how the program provides more detail and extensive practice if needed. Attach additional pages if necessary. **(REQUIRED)**

G) Professional Development: What training, support, and/or coaching is offered with this product?

Please indicate if the training, support, and/or coaching is included in the cost of the product or if one or more of them must be purchased separately. Please feel free to attach additional pages if necessary. **(REQUIRED)**

SECTION 3: USABILITY

A) Primary Delivery Format: What is the primary form of delivery for the program? **(REQUIRED)**

Face-to-Face

Digital

B) Other Delivery Format(s): What other delivery formats are available?

C) Technology: Are digital platforms and/or other resources available with this product? If so, please describe. Attach additional pages if necessary.

D) Materials: Describe the types of materials that are included in this product (e.g., teacher materials, student materials, consumables, materials that must be copied)? **(REQUIRED, 2000 Character Limit)**

E) Recommendations: If any, describe companion and/or supplemental programs that are recommended for use in conjunction with program being submitted for review (pre and post programs and/or simultaneous programs)?

SECTION 4: PRICING

A) Product: Does the product include multiple items that must be purchased separately in order to fully implement the program?

If the answer is **YES**, please answer questions B) Pricing and C) Supplemental Materials. If the answer is **NO**, please answer question B) Pricing. **(REQUIRED)**

YES

NO

B) Pricing: Please describe how the product is priced for 2020-21.

Attach and label a chart or spreadsheet which includes pricing information for schools of all sizes. Chart or spreadsheet should include baseline price with a list identifying the included **materials and professional development** the needed to fully implement the core program. **(REQUIRED)**

C) SUPPLEMENTAL MATERIALS: Please list all of the supplemental products and professional development that must be purchased separately.

This information should be included in the chart or spreadsheet that is required in question B) Pricing. **(2000 Character Limit)**

SECTION 5: DYSLEXIA PROGRAM PROVIDER PROFILE

This section is **<u>REQUIRED</u>** for program providers submitting a **Dyslexia Intervention Program** for review.

Program providers submitting for **Reading Intervention: Component Specific** are **<u>NOT</u>** required to complete Section 5: Dyslexia Supplemental Program Provider Profile.

The following questions in Section 5: Dyslexia Supplemental Program Provider Profile are used in the scoring process in conjunction with the Arkansas Dyslexia and Reading Intervention Program Evaluation Rubric for program providers submitting a Dyslexia Intervention Program.

A) Justification: Please provide a justification and/or explanation of how the program is aligned to Structured Literacy or grounded in the Orton-Gillingham methodology. Please provide additional pages if necessary.

B) Grade Bands: Please identify the grade bands for which this program is intended.

C) Fidelity: Please define the parameters that must be in place for the program to be implemented with fidelity (e.g., target audience, individual and/or group delivery, time frames, interventionist qualifications)

D) Training: What training is required for the dyslexia interventionist in order to ensure that the program is delivered with fidelity?

VI: AGREEMENT OF COMPLETION

In order to be considered for review, the PPP must be complete.

A) Please check each box and sign below to indicate each required section has been included and is complete. **(REQUIRED)**

Cover Page

Section 1: Intent

Section 2: Scored Elements

Section 3: Usability

Section 4: Pricing

Section 5: Dyslexia Supplemental PPP (only required for those submitting for Dyslexia Intervention: Comprehensive Multi-Component)

Efficacy Statement(s)

Validity Statement(s)

Research Narrative(s)

All program curriculum materials postmarked by March 11, 2020 to Attn: Dr. Brooke Butler, Four Capitol Mall - Little Rock, Arkansas 72201

Hard copies are tabbed and labeled and identify required criteria.

Bound hardcopy postmarked by March 11, 2020 to Attn: Dr. Brooke Butler, Four Capitol Mall - Little Rock, Arkansas 72201

Digital Copy emailed to Dr. Brooke Butler at ARreadingPER@gmail.com

Signature and Date: Confirming all sections listed above are complete.

B) Please include an inventory of the items shipped to the Arkansas Department of Education. Either attach or type below.

Please Sign:

Date: