

K-5 Literacy Endorsement Learning Opportunities List

Definitions

Learning opportunities: include trainings, courses, and modules that are face to face, online, or are a hybrid model of in person and online.

Background

A.R.S. §15-501.1 C.3 requires a literacy endorsement for all teachers in grades K-5 who teach literacy. The literacy endorsement shall require the teacher to complete evidence-based science of reading training or coursework which includes foundational reading skills of phonological awareness, phonics, fluency, vocabulary, and comprehension. The training must also include training in implementing reading instruction using high-quality instructional materials, as well as training in providing effective instruction and interventions for students with reading deficiencies, including students with characteristics of dyslexia.

Purpose

The purpose of this RFI is to assist ADE in gathering information on literacy learning opportunities provided by vendors that align with the requirements set forth in A.R.S. §15-501.1 to meet the requirements for a K-5 Literacy Endorsement. ADE will use this information to build a list of approved literacy learning opportunities that fulfill the requirements of the endorsement.

- A.R.S. §15-501.1 Establishes a literacy endorsement as a requirement for teachers who provide literacy instruction in kindergarten through grade five. Under the rules adopted by the Board to conform with this statute, the K-5 Literacy Endorsement requires:
 - A. Three semester hours of college coursework or 45 clock hours of approved trainings in the science of reading instruction, including systematic phonics instruction; **and**
 - B. Three semester hours of college coursework or 45 clock hours of approved training in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia.

Based on the requirements of statute and rule, the ADE requests that interested vendors provide information for learning opportunities that focus on either or both of the following requirements.

- A. Three semester hours of college coursework or 45 clock hours of approved trainings in the science of reading instruction, including systematic phonics instruction.

- B- Three semester hours of college coursework or 45 clock hours of approved training in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia.

Instructions for Responding

All informational documents in text or PDF format shall be submitted in an acceptable format, using a secure web-based storage system with appropriate access permissions granted or by e-mail to Maggie.Velazquez@azed.gov. Prospective responders with questions in this regard shall contact Maggie Velazquez prior to the solicitation's due date and time. Please frame responses to address requirements as outlined below.

Responders are strongly encouraged to carefully read through the entire RFI and are encouraged to submit responses to one or both (A and/or B) items. Please provide responses to the questions along with supporting materials that describe the proposal along with any other related considerations. Except for proprietary or confidential information, all submissions to this RFI shall be made publicly available.

Every K-5 grade teacher must participate in training to meet the requirements of the new K-5 Literacy Endorsement. Teachers will have the opportunity to select a learning opportunity or combination of learning opportunities from the approved list based on needs for scheduling, location, and cost to fulfill the requirements of the endorsement. Each teacher must complete a course or training in both focus areas of the learning opportunities (A and B) to fulfill the requirements of the endorsement. This can be accomplished from selecting learning opportunities from one vendor that includes learning opportunities in each of the focus areas (A or B) or by selecting learning opportunities across vendors to collectively address both focus areas.

The approved list of literacy learning opportunities will be valid for five years if no changes occur within the approved learning opportunity. Vendors who are approved agree if changes are made to their learning opportunity, they will resubmit changes and materials to ADE for rereview to ensure all learning opportunities continue to meet the legislative requirements as soon as changes are made.

Vendor Requirements for Learning Opportunity

ADE is requesting information on literacy learning opportunities for potential inclusion on the list of K-5 Literacy Endorsement approved learning opportunities to be released to Arizona school districts and charters.

In addition to the description of learning opportunity characteristics above, for each focus area (A and/or B) the following materials must be submitted:

- Agenda
- Outline/s

- Full Presentations (PowerPoint, Google Slides, etc.)
- Manual/s, if available
- Reference list for content which includes relevant research (Content and strategies presented should be evidence-based.)
- At least one sample of an assessment to measure mastery
- Copies of any hand-outs or other materials to be shared with participants

ADE requests that the learning opportunities be program-neutral or program agnostic. That is, the learning opportunities provide teachers with knowledge and skills necessary to present systematic, explicit, and evidence-based reading instruction, but should not endorse or encourage purchase of any materials, resources, or curriculum.

Demonstration of Mastery

All learning opportunities must clearly describe how participants will be asked to demonstrate mastery of the content of each focus area (A and/or B). Content mastery may be demonstrated throughout the learning opportunity. This may include various formats such as written pre-tests, post-tests, online quizzes, polls, teaching demonstrations, practicum hours, etc. For each focus area (A and/or B) of learning opportunities, examples of mastery must be submitted.

Certificate of Completion

All learning opportunities clearly provide the participant with documentation of completion which addresses:

- Title of training/course/module
- Name of the vendor/training organization
- Full name of participant
- Date/s of the learning opportunity Month/Year
- The specific focus area/s of the training/module (A and/or B)
- Number of clock hours completed

An example certificate needs to be provided and include all the above information.

Evaluation Process

Each year, the process will be open to additional submission. Responses to the RFI must be received by March 1 of each year for review and those determined complete according to the RFI requirements will be included on the list of K-5 Literacy Endorsement Learning Opportunities to be updated annually by ADE no later than June 1. Please submit responses to all components with the chosen focus area/s (A and/or B).

Evaluation Criteria

Responses meeting the requirements will be evaluated by the ADE approval team. Evaluators will review and score responses based on the scoring rubric. The scoring rubric provides vendors with the specific criteria used to evaluate a response.

Vendors are requested to provide the explicit location of where specific content is located. This information must be submitted with your application submission. Request for further clarification from the vendor to assist the approval team in gaining additional understanding of a response may occur at any time. A reply to a clarification request must clarify or explain portions of an *already* submitted response and must not contain new information not included in the original response.

Literacy & Dyslexia Learning Opportunities Rubric

Each learning opportunity component and materials will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-5 Literacy Endorsement Learning Opportunities list.

Scoring Values:

- **All** criteria is present
- Criteria is not met

Final K-5 Literacy Endorsement Learning Opportunities

Responses that meet **all** the criteria in each area of the rubric will be included on the ADE's approved list of K-5 Literacy Endorsement Learning Opportunities.

The approved K-5 Literacy Endorsement Learning Opportunities list will be valid for five years if no changes occur within the approved learning opportunity. ADE allows for additional submissions after the initial review through the year with the close date of June 1. After this date, the ADE team will review all submissions to ensure learning opportunities meet/continue to meet Arizona Statute. **Approved vendors agree to inform ADE if a learning opportunity has changed and resubmit a response with updated material to be reviewed.**

Notification

Following the close of the RFI, vendors will be notified via email from the ADE English Language Arts Team as to whether they will be included on the K-5 Literacy Endorsement Learning Opportunities. This process may take 8-10 weeks. This is a request for information only. There is no appeal process.

VENDOR WORKSHEET

Official Title of Training/Course/Module (as to be published):

Vendor Name:

Main Contact Name: (as to be published as the primary contact for schools)

Main Contact Role/Job Title:

Main Contact Email:

Main Contact Daytime Telephone:

Brief description of your company :

Focus Area of Training/Course/Module (Check one or both areas as appropriate)

- A. Three semester hours of college coursework or 45 clock hours of approved trainings in the science of reading instruction, including systematic phonics instruction.
- B- Three semester hours of college coursework or 45 clock hours of approved training in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia.

Format of opportunity (select all that apply): Please describe the primary format in which participants will participate:

- In person – synchronous
- Online – asynchronous (no face-to-face)
- Virtual – asynchronous
- Hybrid – learning experience includes both in person and online engagement

Brief description/overview:

Name and credentials of lead trainer or trainers (attach bio or vita for each):

Accreditation status (if applicable):

Length of learning opportunity (sessions/days):

Total clock hours for completion (must meet a minimum of 3 university credits or 45 clock hours):

Number of hours per session:

Current cost of learning opportunity (Provide the registration cost per teacher):

K-5 Literacy Endorsement Learning Opportunities List:

Requirements and Rubric: Item A

Requirement A: Three semester hours of college coursework or 45 clock hours of approved trainings in the science of reading instruction, including systematic phonics instruction.

Directions: For each of the items listed below, provide notes and evidence to the reviewers regarding where in the materials specific content that addresses each criterion can be found. Please be as explicit as possible, citing slide numbers in presentations, specific pages in the manual, sections of handouts, page numbers from a text, clips of video footage, etc. Screen shots of content may also be helpful to the review team. Please feel free to include additional comments to the review team, if needed. The information provided on this worksheet will help ensure that reviewers do not overlook critical content when searching for evidence that each of the required criteria has been met. If reviewers cannot easily locate the evidence, a request may be made for further information.

Science of Reading and Structured Literacy

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of science of reading
- An overview and definition of structured literacy
- An overview and definition of high-quality instructional materials, to include evidence-based, clear teacher directions, decodable text
- Current research supporting structured literacy (as opposed to whole language and/or balanced literacy)
- Research on the effects on grade level reading by third grade, which include educational and economic impacts
- Seminal research supporting roles of word recognition and language comprehension as the two primary factors for reading comprehension
- Brain research, researchers, and regions of the brain associated with learning to read to include the Four-Part Processing model
- Research-based cognitive models to illustrate reading development (e.g., Scarborough's Rope, Simple View of Reading, McKenna and Stahl)

- The role and importance of integrated content learning to improve language knowledge (e.g. use of science and social studies standards and texts)

Systematic Instruction

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of systematic instruction, to include scaffolding
- The role, use, and importance of scaffolding (to include a variety of K-5 examples)
- Systematic scope and sequence (sequential instruction)
- An overview, definition, role, and importance of cumulative instruction
- Current research supporting the use and importance of systematic and cumulative instruction

Explicit Instruction

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of explicit (direct) instruction, to include modeling
- Gradual release of responsibility: I do (teacher models), We do (guided practice with teacher support), You do (student completes tasks independently)
- The role and importance of frequent student opportunities to build automaticity
- The role and importance of immediate corrective feedback
- Current research supporting the use and importance of explicit instruction

Assessment

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments for instructional purposes in K-5 classrooms

- Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, norm-referenced)
- The importance of informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing for instructional purposes in K-5 classrooms
- The role, importance, and intentional practice of using authentic student work samples for the purpose of analyzing student strengths and needs (to include the analysis of a variety of K-5 student samples)
- How to apply informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing for instructional purposes
- Diagnostic teaching practices to individualize instruction on a day-to-day basis
- How to use diagnostic information to appropriately group K-5 students based on skill for interventions (Tier 1, Tier 2, Tier 3) and provide differentiated instruction to include student examples

Multisensory

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of multisensory instruction (may include multimodal instruction)
- Current research supporting the use and importance of multisensory instruction
- The importance of simultaneously linking visual, auditory, and tactile-kinesthetic modalities to enhance memory and learning
- Real-world examples to describe multisensory learning at various K-5 grade levels
- An overview of intentionally planning for multisensory instruction especially in K-5 classrooms

Phonological Awareness

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The definition of phonological awareness to include identifying and manipulating units of oral language –words, word parts such as syllables, onsets and rimes, and phonemes
- Current research supporting phonological and phoneme teaching instruction in grades K-5 (may include research of Tolman, Kilpatrick, etc.)
- The typical progression of phonological and phonemic-awareness skill development (e.g., rhyme, syllable, onset-rime, phoneme differentiation) across age and grade levels to include an example of a systematic scope and sequence
- Identifying, pronouncing, classifying, and comparing the consonant and vowel phonemes of English
- The differences among various phonological manipulations, including identifying, blending, segmenting, substituting, and deleting sounds
- Explicitly planning and teaching instructional routines to improve phonological awareness using high-quality instructional materials
- Explicitly planning and teaching systematic activities that isolate, identify, categorize, blend, segment, delete, add, and substitute sounds (including examples) using high-quality instructional materials
- How to use a variety of informal and formal phonological awareness assessments in K-5 to gauge growth, determine whether instruction is effective and plan future instruction based on data

Phonics/ Word Study/ Spelling

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The definition of phonics to include the relationship between phonemes and graphemes
- Current research supporting phonics and word study teaching instruction (may include research of Moats, Tolman, etc.)
- The typical progression of phonics skill development across ages and K-5 grade levels to include an example of a systematic scope and sequence
- The phases of word reading

- The spellings for all vowel sounds
- Accurately and automatically mapping graphemes to phonemes in English words
- The difference between “high frequency”, “irregular” words, and “sight words” and explicit practices when teaching irregularly spelled words
- Current research clarifying the term “sight word” to include the complex process called “orthographic mapping” (may include the research of Linnea Ehri)
- Distinguishing between the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers
- Explicitly planning and teaching phoneme-grapheme correspondences which include explicit handwriting instruction using high-quality instructional materials
- Explicitly planning and teaching critical elements of word study and phonics to include alphabetic principles, encoding and decoding using high-quality instructional materials
- Explicitly planning and teaching a structured phonics lesson plan and instructional routines which includes systematically teaching the decoding of words, from the introduction of letter-sound correspondence to fluent application in meaningful reading using high-quality instructional materials
- How to use and analyze spelling inventories and their role in phonics instruction (to include the analysis of a variety of K-5 student samples)
- The role of authentic writing samples for the purpose of analyzing student strengths and needs (to include the analysis a variety of K-5 of student samples)
- How to use a variety of informal and formal phonics/spelling assessments and authentic writing samples to gauge growth, determine whether instruction is effective, and plan future instruction based on data (e.g., development of phonological awareness, knowledge of spelling rules, awareness of inflectional morphemes)

Advanced Word Study

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The definition of grapheme, morpheme, orthography, and morphology
- The historical influences on English morphology and spelling patterns (e.g., English words do not end in -v)
- Reliable orthographic rules and patterns in English
- Explicitly planning and teaching the six basic syllable types in English spelling to include explicit instructional practices using high-quality instructional materials
- Explicitly planning and teaching syllable division routines using high-quality instructional materials

Fluency

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The definition of fluency to include rate, accuracy, and expression to support comprehension
- Current research supporting fluency and its relationship to comprehension (may include research of Hasbrouck, Tindal, etc.)
- The typical progression of fluency skill development (sounds, words, phrases, text, etc.) across age and grade levels to include an example of a systematic scope and sequence
- Descriptions of levels of text difficulty that best support comprehension
- The benefits of ample independent oral and silent reading based on student's independent or instructional level with a variety of techniques to build reading fluency
- Explicitly planning and teaching instructional routines and fluency-building activities, at the sub-word and word levels, to improve fluency outcomes using high-quality instructional materials
- How to use a variety of informal and formal fluency assessments to gauge growth, determine whether instruction is effective, and plan future instruction based on data (to include the analysis of a variety of K-5 student samples)

Vocabulary

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The definition of vocabulary to include including oral and written language comprehension and communication
- Current research supporting the role and importance of vocabulary development and knowledge on comprehension
- The typical progression of vocabulary skill development across age and grade levels to include an example of a systematic scope and sequence
- The role and characteristics of implicit (indirect) methods of vocabulary instruction
- The role and characteristics of explicit (direct) methods of vocabulary instruction
- The role and importance of integrated content learning to improve vocabulary knowledge (e.g., use of science and social studies standards and texts)
- The classes of morphemes
- How morphology enhances vocabulary knowledge and the meaning of words
- The outside influences on students' vocabularies
- Classifying tiers of words including when and how to teach them (explicit vs. implicit based on tiers) (may include research of Beck)
- Strategies, routines, and techniques to deepen understanding (depth vs breadth) (e.g., semantic maps, word line, etc)
- Explicitly planning a variety of techniques to teach vocabulary effectively and efficiently in a manner appropriate to the age/grade of students using high-quality instructional materials
- Explicitly planning and teaching multiple opportunities for students to apply vocabulary in meaningful contexts using high-quality instructional materials
- How to use a variety of informal and formal vocabulary assessments to gauge growth, determine whether instruction is effective, and plan future instruction based on data (to include the analysis of a variety of K-5 student samples)

Comprehension

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The definition of comprehension to include automatic word recognition, vocabulary knowledge, fluency, and background knowledge
- Current research supporting factors that contribute to deep comprehension and understanding
- The role and importance of integrated content learning to improve overall background knowledge and comprehension (e.g., use of science and social studies standards and texts)
- The typical progression of comprehension skill development across age and grade levels to include an example of a systematic scope and sequence
- Key comprehension strategies: metacognition, activating background knowledge, creating mental images, making inferences, questioning, retelling/summarizing, monitoring/clarifying
- Planning thoughtful questions before, during, after reading to deepen understanding
- Instructional routines appropriate for each major genre: informational text, narrative text (literature, text) and argumentative
- The teacher's role as an active model and mediator of cognitive processes
- The role of automaticity as a key predictor of comprehension of written discourse and motivation to read
- Explicitly planning and teaching a variety of comprehension strategies using high-quality instructional materials
- How to use a variety of informal and formal comprehension assessments to gauge growth, determine whether instruction is effective, and plan future instruction based on data (to include the analysis of a variety of K-5 student samples)

Materials for Learning Opportunities for Item A

The training/course/module provides all applicable materials for review, including but not limited to; Agenda/Outline, PowerPoint Presentation, Manual/text, Reference List, Handouts, Videos, Demonstrations of Mastery

- The materials state the purpose, objectives, and outcomes of the training/course/module
- The materials provide sufficient detail to demonstrate that the criteria for the literacy and dyslexia-related opportunities are met
- The material is presented in a clear, sequential manner
- The materials include only evidence-based practices
- The materials include evidence of participant’s mastery to include at least one assessment (projects, checks for understanding, quizzes, etc)
- Overall, the content of the materials is consistent with the Knowledge and Practice Standards of the International Dyslexia Association (IDA) and does not include information that contradicts the standards

K-5 Literacy Endorsement Learning Opportunities List:

Requirements and Rubric: Item B

Requirement B: Three semester hours of college coursework or 45 clock hours of approved training in reading instruction, including assessments, instructional practices, and interventions to improve student reading proficiency for struggling readers, including students with the characteristics of dyslexia.

Directions: For item B, provide notes and evidence to the reviewers in the space provided regarding where in the materials specific content that addresses each criterion can be found. Please be explicit as possible, citing slide numbers in presentations, specific pages in the manual, sections of handouts, page numbers from a text, clips of video footage, etc. Screen shots of content may also be helpful to the review team. Please feel free to include additional comments to the review team if needed. The information provided on this worksheet will help ensure that reviewers do not overlook critical content when searching for evidence that each of the required criteria has been met. If reviewers cannot locate the evidence, a request may be made for further information.

Science of Reading and Structured Literacy

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of science of reading

- An overview and definition of structured literacy
- An overview and definition of high-quality instructional materials, to include evidence-based, clear teacher directions, decodable text
- Current research supporting structured literacy (as opposed to whole language and/or balanced literacy)
- Seminal research supporting roles of word recognition and language comprehension as the two primary factors for reading comprehension
- Brain research, researchers, and regions of the brain associated with learning to read to include the Four-Part Processing model
- Research-based cognitive models to illustrate reading development (e.g., Scarborough's Rope, Simple View of Reading, McKenna and Stahl)

Systematic Instruction

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of systematic instruction, to include scaffolding
- Systematic scope and sequence (sequential instruction)
- An overview, definition, role, and importance of cumulative instruction, especially for those who struggle to read in grades K-5
- The role, use, and importance of scaffolding for struggling readers (to include a variety of K-5 examples)
- Current research supporting the use and importance of systematic and cumulative instruction

Explicit Instruction

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of explicit (direct) instruction, to include modeling and use of common language and routines across classrooms and grade levels
- Gradual release of responsibility: I do (teacher models), We do (guided practice with teacher support), You do (student completes tasks independently)

- The role, use, and importance of frequent student opportunities to build automaticity
- The role, use, and importance of spaced practice (spiral review)
- The role, use, and importance of immediate corrective feedback, especially for those who struggle to read
- Current research supporting the use and importance of explicit instruction, especially for those who struggle to read

Assessment

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments for instructional purposes in K-5 classrooms
- The role of a balanced assessment framework (screening, diagnostic, progress monitoring, formative assessment, and outcome measures) in a typical assessment/instruction cycle, especially for those who struggle to read
- The role of formal assessments in an MTSS model
- The roles and purposes for content progress monitoring vs. mastery measurement progress monitoring
- Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, norm-referenced)
- The importance of informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing for instructional purposes
- How to apply informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing for intervention purposes with K-5 students
- How to use diagnostic information to appropriately group students based on skill for interventions (Tier 1, Tier 2, Tier 3) and provide differentiated instruction to include a variety of K-5 student examples

- The role, importance, and intentional practice of using authentic student work samples for the purpose of analyzing student strengths and needs (to include the analysis of a variety of K-5 student samples)
- Diagnostic teaching practices to individualize instruction on a day-to-day basis especially for those who struggle to read

Multisensory

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- An overview and definition of multisensory instruction (may include multimodal instruction)
- Current research supporting the use and importance of multisensory instruction, especially for those who struggle to read
- The importance of simultaneously linking visual, auditory, and tactile-kinesthetic modalities to enhance memory and learning
- Real-world examples to describe multisensory learning at various K-5 grade levels
- An overview of intentionally planning for K-5 multisensory instruction

Describing Struggling Readers, including those with characteristics of dyslexia

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- Definition of dyslexia (Arizona Department of Education and/or International Dyslexia Association definition of dyslexia or a similar definition that captures the main tenets of A.R.S. §15-701 (K))
- Current research showing differences in the anatomy and function of the brain of a person with dyslexia and how these differences affect reading
- Prevalence of dyslexia in the general population, thus the importance of teacher knowledge
- Overview of early warning signs/characteristics of dyslexia by age and/or grade level (Pre-K- Adult) to include demystifying common misconceptions
- Current research supporting the effectiveness of early intervention in the prevention of reading difficulties

- Examples of sample K-5 student profiles, to include scenarios of struggle and at-risk characteristics
- Examples/habits of poor readers who do not have adequate decoding skills (e.g., guessing)

Planning Intervention

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- The definition and overview of Tier 1, to include differentiation and small groups, with additional support in Tier 2 and Tier 3 intervention as part of an academic multi-tiered system of support (MTSS)
- The role Tier 1, Tier 2, and Tier 3 levels of support impact a successful multi-tiered system of support of reading
- An overview of the emphasized role of Tier 1 support for *all* students, regardless of need, as a prevention to later reading difficulties
- The overview, importance, and role of high-quality instructional curriculum, to include “evidence-based”
- The dimensions of intensifying intervention: strength, dosage, alignment, attention to transfer, comprehensiveness, academic support, and individualization
- Adjusting the frequency, duration, group size and/or intensity of K-5 intervention based on progress monitoring and student level of need
- The power and use of intervention grouping based on skill-level rather than text level
- Incorporating K-5 strategies to increase engagement and motivation especially for struggling readers
- Strategies to provide increased opportunities for student practice and more timely corrective feedback
- The range of K-5 skills typically assessed by informal diagnostic surveys of phonological skills, decoding skills, oral reading skills, and spelling accurately

- Interpret scores from informal diagnostic surveys to describe a student’s instructional needs for the purpose of additional supports and interventions
- Understanding the purpose and role of assistive technology and accommodations to support struggling K-5 readers

Phonological Awareness

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- Research, purpose, role and planning intervention with manipulative materials and movement to support readers who struggle with phonological awareness
- Selecting high-quality instructional materials that systematically address students’ various skill levels in phonological awareness
- Analyzing a variety of K-5 student data samples to intensify intervention (e.g., phonological diagnostics)
- Articulatory features of phonemes
- Focusing students' attention on articulatory features during reading intervention using a mirror
- Minimally contrasting pairs of sounds and words in intervention
- Explicitly planning and teaching K-5 instructional routines for phonological awareness
- Explicitly planning frequent opportunities to build automaticity
- Adapting the pace, format, content, strategy, or emphasis of intervention according to students’ pattern of response

Phonics/ Word Study/ Spelling

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- Research, purpose, role and planning intervention with manipulative materials and movement to support readers who struggle with phonics, word study, and spelling

- Research-based adaptations of intervention for K-5 students with weaknesses in working memory, attention, executive function, or processing speed
- Research on a three cueing system model (MSV: meaning, syntax, visual) and emphasis on guessing or reliance on the use of context which has been proven to be an ineffective teaching method
- Research supporting the learning of phonics for word recognition and spelling depends primarily on the phonological and orthographic processors in the Four-Part Processing model
- Selecting high-quality intervention materials that systematically address students' various skill levels in phonics, word study and spelling
- Analyzing a variety of K-5 student data samples to intensify intervention (e.g., phonics diagnostic, spelling errors)
- Explicitly planning and teaching K-5 instructional routines for phonics, word study, and spelling
- Explicitly planning and teaching spelling patterns and morphemes
- Explicitly planning and teaching multisensory routines within phonics, word study, and spelling instruction to enhance student engagement and memory
- Explicitly planning and teaching multisensory techniques (e.g., saying and writing together) to teach letter formation
- Systematically planning handwriting instruction (e.g., grouping letters for practice that require similar motor patterns and explicitly teaching those basic pencil strokes)
- Adapting the pace, format, content, strategy, or emphasis on instruction according to students' pattern of response
- Appropriate uses of assistive technology and accommodations for readers who struggle with spelling

Fluency

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- Research, purpose, role and planning intervention with manipulative materials and movement to support readers who struggle with fluency
- Reading fluency as a stage of typical reading development, the challenges struggling readers may encounter, and the unintentional consequences of poor fluency
- Selecting high-quality intervention materials that systematically address students' various skill levels in fluency
- Using screening and diagnostic assessments to determine which students need a fluency-oriented approach to instruction
- Analyzing a variety of K-5 student data samples to intensify intervention (e.g., phonics diagnostic)
- Explicitly and systematically planning repeated readings with a clear purpose for each reading
- Explicitly and systematically planning and teaching instructional routines to build automaticity at various levels to include grapheme, word, phrase, and sentence
- Using goal setting and progress monitoring to determine appropriate student progress based on national norms and adjust instruction and intervention accordingly
- Adapting the pace, format, content, strategy, or emphasis on instruction according to students' pattern of response
- Appropriate uses of assistive technology and accommodations for K-5 readers who struggle with fluency

Vocabulary

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- Research, purpose, role and planning intervention with manipulative materials and movement to support readers who struggle with vocabulary
- Research supporting oral language which relies on expressive use and receptive understanding of words in oral form for speaking and listening

- Selecting high-quality intervention materials that systematically address students' various skill levels in vocabulary
- Using screening and diagnostic assessments to determine which students need a vocabulary-oriented approach to instruction
- Analyzing a variety of K-5 student data samples to intensify intervention (e.g., comprehension assessments, cloze passages, etc.)
- Applying vocabulary word instruction to enhance word choice in authentic writing
- Explicitly and systematically planning and teaching morphemes to enhance word meaning and comprehension
- Explicitly and systematically planning and teaching multisensory routines within vocabulary instruction to enhance student engagement and memory (executive functioning)
- Using goal setting and progress monitoring to determine appropriate student progress based on appropriate vocabulary growth
- Adapting the pace, format, content, strategy, or emphasis on instruction according to students' pattern of response
- Effective scaffolds to support K-5 readers who struggle with vocabulary before, during and after (e.g., dialogic reading, semantic maps)

Comprehension

The vendor provides evidence that the product provides instruction to support K-5 teachers in each of the following areas:

- Research, purpose, role and planning intervention with manipulative materials and movement to support readers who struggle with comprehension
- Selecting high-quality intervention materials that systematically address students' various skill levels in comprehension
- Using screening and diagnostic assessments to determine which students struggle with comprehension and how to plan intervention while focusing on either word recognition strands or language comprehension strands (based on the research of Dr. Hollis Scarborough)
- Meaningful word relationships or semantic organization

- How backgrounds, prior knowledge, and views affect comprehension
- Explicitly and systematically planning and teaching multisensory routines within comprehension instruction to enhance student engagement and memory (executive functioning)
- Explicitly and systematically planning and teaching comprehension routines, with high emphasis on explicit instruction for struggling K-5 readers
- Using goal setting and progress monitoring to determine appropriate student progress based on appropriate comprehension growth
- Appropriate uses of assistive technology and accommodations for K-5 readers who struggle with comprehension

Materials for Learning Opportunities for Item B

The training/course/module provides all applicable materials for review, including but not limited to; Agenda/Outline, PowerPoint Presentation, Manual/text, Reference List, Handouts, Videos, Demonstrations of Mastery

- The materials state the purpose, objectives, and outcomes of the training/course/module
- The materials provide sufficient detail to demonstrate that the criteria for the literacy and dyslexia-related opportunities are met
- The material is presented in a clear, sequential manner
- The materials include only evidence-based practices
- The materials include evidence of participant's mastery to include at least one assessment (projects, checks for understanding, quizzes, etc)
- Overall, the content of the materials is consistent with the Knowledge and Practice Standards of the International Dyslexia Association (IDA) and does not include information that contradicts the standards