



COLORADO
Department of Education

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

Technical Assistance Webinar
October 3, 2025

Introductions and Webinar Purpose

Elementary Literacy and School Readiness Introductions:

- Tammy Yetter, Director
- Karen Ingalls, Literacy Curriculum and Assessment Specialist
- Brie Johnson, Senior Literacy Consultant
- Marisa Calzadillas, Literacy Projects Coordinator

Webinar Purpose:

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

Webinar Logistics

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

Part I – Letter of Intent to Apply Location:

- [2025-2026 READ Act Instructional Programming Review Process](#)



- *2025-2026 Part I - Letter of Intent to Apply* submission document
- 2025-2026 Program Summary Form, English Applications
- 2025-2026 Program Summary Form, Spanish Applications
- Submit 2025-2026 [*Part I - Letter of Intent to Apply*](#) ([Smartsheet link](#))

Section A: Background & Purpose

Background



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

Additional Background



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

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

READ Act Advisory List of Instructional Programming Purpose

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

Advisory List Review Submission Purpose



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

Advisory List Information



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

Advisory List Review Information

- The department is required to review the advisory lists at least every two years to update the lists and add additional items when appropriate pursuant to C.R.S.22-7-1209 (3)(c).
- During each review cycle, new providers have the opportunity to apply to be added to the list.
- **Program editions that were submitted and not approved during the 2019-2020, 2021-2022, or 2023-2024 application process are not eligible to apply.**
- Programs that were partially approved may submit those grades or areas not previously approved providing there has been a change in the materials that addresses the areas not approved.

Advisory List Review: Programs Eligible for Review and Not Eligible for Review

Eligible for Review

- New programs that were not reviewed in 2019-2020, 2021-2022, or 2023-2024
- Programs that have new editions
- Programs that have new components or materials
- Programs that have changed or updated materials
- Programs that were partially approved may submit those grades or areas not previously approved providing there has been a change in the materials that addresses the areas not approved.

Not Eligible for Review

- Program editions that were submitted and not approved during the 2019-2020, 2021-2022, 2023-2024 application process
- Programs that are not aligned with the Colorado READ Act
- Programs that submit after the submission deadline
- Programs submitted by someone other than the vendor of the program. Vendors hold all copyrights and licenses for the materials. Non-vendors are those who use a program but are not responsible for copyright and licenses.
- Submissions that did not comply with the instructions in the *Part I – Letter of Intent to Apply*.
- If there is a concern, please contact READAct@cde.state.co.us prior to the October 23, 2025 deadline.

Advisory List Review



- Programs must be submitted by the vendor of the program. Vendors hold all copyrights and licenses for the materials. Non-vendors are those who use a program but are not responsible for copyright and licenses.
- Regarding open-source materials:
 - Open-source materials can be submitted.
 - CDE will require more information from the vendor to delineate how the vendor packages and supports the product.
 - CDE will contact the vendor if needed.
 - The vendor may be required to submit an intellectual property agreement for any materials not created by the vendor.

Advisory List Review (Current Lists)

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

Spanish Instructional Programs



- All **Spanish instructional programs** will be reviewed using the **Spanish Instructional Program application and rubric**.
- The rubric is written in **Spanish** and is aligned to the **progression of the Spanish language**. A **translation of the rubric** will be provided for vendors as a reference.
- Vendors may choose to submit their responses in either **English** or **Spanish**.

Section A: Questions?

Section B: Process & Timeline



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

- *Part I – Letter of Intent to Apply*

Programs must meet the *Part I – Letter of Intent to Apply* criteria to receive the *Part II – Program Review* application from CDE.

- *Part II – Program Review*
- Appeal Window
- Instructional Programming Advisory List posted on the CDE website

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

Eligibility Criteria: Part I – Letter of Intent to Apply Slide 1

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

Eligibility Criteria: Part I – Letter of Intent to Apply Slide 2

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

Eligibility Criteria: Part I – Letter of Intent to Apply Slide 3

- Vendors submitting **Spanish instructional programs** are required to submit the **Program Summary** specific to Spanish instructional programs.
- The application questions are aligned to **the teaching of reading in Spanish** and are grounded in **conceptual research** and **theoretical models** related to **Spanish literacy development**.

Eligibility Criteria: Part I – Letter of Intent to Apply Slide 4

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

Eligibility Criteria: Part I – Letter of Intent to Apply Slide 5

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

Eligibility Criteria: Part II – Program Review Slide 1

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

Eligibility Criteria: Part II – Program Review Slide 2

- Programs meeting criteria of *Part I - Letter of Intent to Apply* and *Part II - Program Review* may be considered for inclusion on the Advisory List for which the program was submitted for review.
- *Note: All prospective vendors interested in inclusion on the advisory lists must submit for a review. All Spanish instructional programs will be reviewed using the Spanish instructional program rubric.*

Eligibility Criteria: Part II, Program Review, Appeal Process



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

Eligibility Criteria: Part II – Vendor Submissions

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

Eligibility Criteria: Part II – Vendor Interactions

During Review Period Slide 1

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

Eligibility Criteria: Part II – Vendor Interactions

During Review Period Slide 2

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

Eligibility Criteria: External Evaluation

- The READ Act requires an independent evaluation pursuant to C.R.S. 22-7-1208 (8) to identify and assess strategies that the state, local districts, and schools have taken to support Colorado students in achieving proficiency in reading.
- Part of this evaluation process requires the examination of programs submitted for review and inclusion on the READ Act Advisory List of Instructional Programming after the CDE reviews are complete.
- The external evaluator will conduct a review of all applications and materials submitted to CDE for review.
- Applicants may be asked to provide additional information, such as usernames and passwords for digital access or documentation that the program has been studied through formal research, to the external evaluator as part of this evaluation process anticipated to take place during the 2026-2027 school year.

Eligibility Criteria: Colorado Open Records Act

- The Colorado Department of Education is committed to transparency and open government. All instructional program applications and materials submitted for review are part of public records and subject to the [Colorado Open Records Act](#), C.R.S. Title 24, Article 72, Part 2.
- When submitting a program application and materials, the vendor may request restrictions on the use or inspection of material contained within the proposal if allowable pursuant to the Colorado Open Records Act (CORA), C.R.S. Title 24, Article 72, Part 2.

Eligibility Criteria: Colorado Open Records Act Slide 1

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

Eligibility Criteria: Colorado Open Records Act Slide 2

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

Eligibility Criteria: Colorado Open Records Act Slide 3

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

Eligibility Criteria: Colorado Open Records Act Slide 4

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

Timeline: Part I – Letter of Intent to Apply

Part I – Letter of Intent to Apply

October 2, 2025	Notification of <i>Part I – Letter of Intent to Apply</i> for Instructional Programming
October 3, 2025	Technical Assistance Webinar Friday, October 03, 2025, at 10:00 AM MT
October 23, 2025	All <i>Part I – Letter of Intent to Apply</i> submissions for Instructional Programming due to CDE by 4:00 PM MT
October 25, 2025 – November 13, 2025	CDE review of <i>Part I – Letter of Intent to Apply</i> for Instructional Programming
November 14, 2025	Vendor notification of <i>Part I – Letter of Intent to Apply</i> decision. Applications distributed to eligible vendors for <i>Part II – Program Review</i> .

Part II- Program Review

November 14, 2025	Notification sent to vendors. Vendors eligible for <i>Part II – Program Review</i> receive the <i>Part II – Program Review</i> application from CDE. Application period open.
December 12, 2025	Application for <i>Part II – Program Review</i> deadline 4:00 PM MT
January 2, 2026 – January 30, 2026	CDE Review of <i>Part II – Program Review</i> for Instructional Programming
February 9, 2026	Vendor notification of inclusion of instructional programming on CDE Advisory List
February 9, 2026 – February 23, 2026	Vendor appeal window
March 24, 2026	Deadline for appeal response from the CDE

Note:



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

Section B: Questions?

Section C:

Letter of Intent to Apply

Part I – Letter of Intent to Apply



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

Letter of Intent to Apply



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

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

Letter of Intent to Apply: Submission Overview

Instructional Program Submission Overview	
Submitting for review and inclusion on the following Advisory List: <i>Indicate below which advisory list this program is being submitted for:</i> <i>Select one.</i> ☐ CORE: programs used in general, tier 1 instruction. Must target all five areas of <u>scientifically</u> and evidence-based reading. ☐ SUPPLEMENTAL: programs used in classrooms where additional instructional materials beyond Core, Tier 1 instruction are needed to supplement reading instruction. ☐ INTERVENTION: Programs used to support students identified as needing additional intensive support in reading instruction. <i>Note: Vendors must submit a separate Part I – Letter of Intent to Apply for each advisory list request for the product to be reviewed for those advisory lists.</i>	Program Language: <i>Select one.</i> ☐ English ☐ Spanish* *All program materials for the Spanish instructional program must be in Spanish. This includes, but is not limited to, teacher guides, student-facing materials, online resources and materials for students and teachers, and instructional materials for teachers.
Target Audience: <i>Select all that apply.</i> ☐ Kindergarten ☐ First Grade ☐ Second Grade ☐ Third Grade ☐ Multilingual Learners	Instructional Focus: <i>Select all that apply.</i> ☐ Phonological Awareness ☐ Phonics ☐ Vocabulary ☐ Comprehension ☐ Fluency <i>Note: To be considered for core programming, all components must be included within the scope and sequence.</i>

Letter of Intent to Apply: READ Act Requirements

Meets READ Act Requirements:

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

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

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

Letter of Intent to Apply: Digital Submission



Digital Submission:

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

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

Select yes or no to verify understanding of the digital or online format submission requirements for the Part II – Program Review application.



Spanish and English Program Review Process:

There are two separate applications and rubrics—one for the Spanish Instructional Program Review and one for English Instructional Program Review.

- If the program is delivered in Spanish, submit for the Spanish Instructional Program Review.
- If the program is delivered in English, submit for the English Instructional Program Review.

Select yes or no to verify the understanding that the submission process is based on program language.

Letter of Intent to Apply: Program Summary PDF Attachment



Program Summary Form:

Use the Program Summary form posted on the [2025-2026 READ Act Instructional Programming Review Process webpage](#) and upload this document to the 2025-2026 Part I – Letter of Intent to Apply submission form.

*There are different Program Summary forms for English and Spanish Programs.

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

- *publisher name program name English (or Spanish) core 2026 Summary*
- *publisher name program name English (or Spanish) supplemental 2026 Summary*
- *publisher name program name English (or Spanish) intervention 2026 Summary*

Examples from within the program

- 7) Provide evidence that a clear and consistent lesson format is present in program lessons for *each of the five foundational skill areas* at each grade that are taught in the program.

Examples within the program:

Instructional Focus:

Select all that apply.

- ☐ Phonological Awareness
- ☐ Phonics
- ☐ Vocabulary
- ☐ Comprehension
- ☐ Fluency

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

Examples from within the program: Lesson Format

Phonics Lesson Routine Template

Skill focus:	
Lesson objective:	
Background information about the skill to be taught <i>What information does the teacher need to teach the skill explicitly?</i>	
Link to Previous Learning - Review previously taught phonics concepts - Review previously taught high frequency sight words as needed	
Phonemic Awareness Warmup - Select an appropriate PA activity - Include articulation of the sounds that correspond to the new skill	
Explicit teaching of	New Concept introduced:

Vocabulary Lesson Template

Considerations for planning to teach a word in depth: Select words to teach in-depth (3-5) - Tier 2 words: general academic vocabulary that are generalizable across multiple types of text and content. - Tier 3 words: Subject-specific academic vocabulary key to understanding a new concept. <i>Remember:</i> - Hear the word, say the word, see/read the word - Multiple exposures/opportunities to use - Multisensory Provide a user-friendly definition: - Short and easy to understand - Connects to words and concepts a child already knows - Synonym or category + distinguishing attributes * E.g. "Exasperating" describes something that is frustrating or annoying - If possible, include a motion and/or visual Examples in context - Use in the story or text - Examples of use in other contexts Activities and interactions - Require students to process and use the word in meaningful ways - Multiple repetitions/exposures <i>Consider:</i> - Turn and talk - Examples/Non examples with sentence stems - Frayer Model or Two Column notes	Word 1 - Planning for Instruction <table border="1"> <tr> <td>Word</td> <td>User-friendly definition</td> </tr> <tr> <td>Motion</td> <td>Picture/visual</td> </tr> </table> Use in text: Additional Context: Activities and interactions 	Word	User-friendly definition	Motion	Picture/visual
Word	User-friendly definition				
Motion	Picture/visual				

1

Examples from within Spanish programs



Desarrollo de vocabulario

1. Activación de conocimientos previos (2 minutos)

Actividad: Conversación guiada

- El maestro muestra imágenes de animales camuflados en su entorno (ej: un camaleón, un pez, un búho).
- Pregunta:
 - ¿Qué ves en esta imagen?
 - ¿Por qué crees que el animal se ve así?
 - ¿Para qué sirve el camuflaje?

Propósito: Activar vocabulario y conocimiento previo sobre el tema.

2. Presentación del vocabulario (3 minutos)

- El maestro presenta cada palabra Tier 2 con (proteger, detectar camuflaje):
 - Definición sencilla
 - Imagen o gesto
 - Frase de ejemplo
- Los estudiantes repiten y hacen gestos o dibujos para representarlas.

Ejemplo:

Palabra: *Adaptarse*

Definición: Cambiar para vivir mejor en un lugar.

Ejemplo: El camaleón puede adaptarse al entorno cambiando de color.

3. Lectura guiada (10–15 minutos)

Actividad: Lectura de un texto informativo corto

- Texto: “¿Cómo usan los animales el camuflaje?” (adaptado a nivel de los estudiantes).
- Pausas para hacer preguntas y verificar comprensión:
 - ¿Qué significa “proteger” en este párrafo?
 - ¿Qué estrategia usó el insecto hoja?

4. Comprensión y uso del vocabulario (10 minutos)

Actividad: Tarjetas de frases incompletas o verdadero/falso

ESSA Four Tiers of Evidence



WestEd & RTI International, (2025). *Independent Evaluation of the Colorado READ Act Materials*

Letter of Intent to Apply Submissions

- **All *Part I - Letter of Intent to Apply* submissions must be received by Thursday, October 23, 2025, at 4:00 PM MT.**
- **Submit the *Part I - Letter of Intent to Apply* through the [Smartsheet Form](#)**
- For questions, please contact READAct@cde.state.co.us.



2025-2026 Part I - Letter of Intent to Apply

Date Submitted *

mm/dd/yyyy



Name of Publisher *

Product Title and Edition (Publication Year) *

Contact Person(s) for the Review Submission *

Emails *

Telephone *

Mailing Address *

Publisher Webpage *

Product Webpage *



Section C: Questions?

Appendices

Appendix A: Comparison of Reading Approaches

Appendix A: Comparison of Reading Approaches

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

Comparison of Reading Approaches

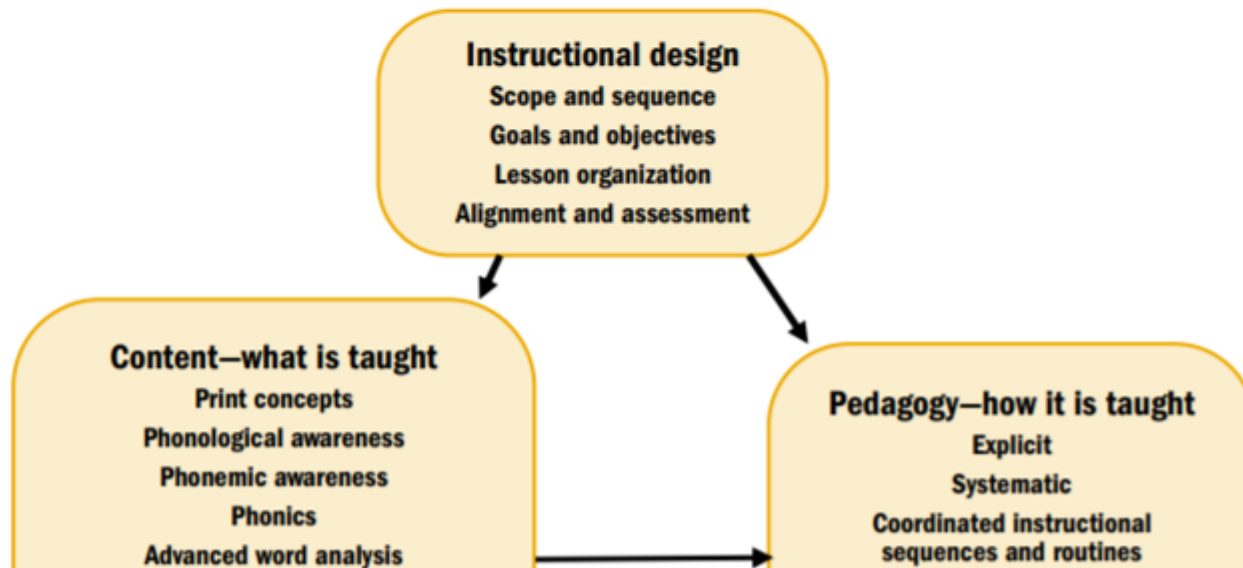
Components of Instruction	Scientifically Based Practices by Component of Instruction	Not Scientifically Based Practices by Component of Instruction
Phonological and Phoneme Awareness <i>CCR 301-92, 2.22</i> <i>CCR 301-92, 2.21</i> <i>CCR 301-92, 5.01(A)</i> <i>CCR 301-92, 5.01(B)</i> <i>CCR 301-92, 5.02(A)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

Appendix B: Elements of Design

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

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

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



Appendix C: Terminology



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

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

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

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

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

Appendix D: Attributes of Universal Instruction

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

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

The following are attributes of effective universal instruction.

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

Appendix E: Attributes of Intervention

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

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

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

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

References

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Appendices: Questions?

Frequently Asked Questions

Frequently Asked Questions Slide 1

Can we submit multiple programs for review?

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

Can we submit a program for both intervention and supplemental?

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

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

Programs that meet the criteria of the *Part I – Letter of Intent to Apply* will receive the *Part II – Program Review* application by email on November 14, 2025.

Frequently Asked Questions Slide 2

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

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

Our program is currently on the READ Act Advisory List of Instructional Programming. Do we need to reapply for the latest review process for 2025-2026? Or is our past approval still valid?

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

Frequently Asked Questions Slide 3

Can Spanish instructional programs be submitted?

Yes, Spanish instructional programs **can** be submitted. They will be evaluated using a **rubric and application designed specifically for Spanish reading programs**.

Can Spanish instructional programs include resources and materials in English?

All program materials for the Spanish instructional program must be in Spanish. This includes, but is not limited to, teacher guides, student-facing materials, online resources and materials for students and teachers, and instructional materials for teachers.

Conclusion & What's Next

Technical Assistance



- Requests for technical assistance for the *Letter of Intent to Apply Part I* must be received by **Tuesday, October 21st at 12:00 MT**. Requests for technical assistance received after this date may result in missing the *Letter of Intent to Apply* Deadline and not being able to submit a program during the 2025-2026 Instructional Program review period.
- Programs must meet the *Part I – Letter of Intent to Apply* criteria to receive the *Part II – Program Review* application from CDE.
- Submission of materials either in hard copy or via email will not be accepted.

What's Next

Important Dates



- This presentation and webinar recording will be posted to the [2025-2026 READ Act Instructional Programming Review Process](#) webpage by end of day tomorrow.
- *Part I – Letter of Intent to Apply* submissions are **due Thursday, October 23, at 4:00 PM MT.**
- Vendor notification of *Part I – Letter of Intent to Apply* decision. Applications distributed to eligible vendors for *Part II – Program Review* on November 14, 2025.
- **Please note, to ensure an unbiased review process, late applications cannot be accepted, nor can extensions be granted.**

Questions

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