



# K-2 Literacy Curriculum Approval Process

Request for Approval List Submissions

Phase 1 – Eligibility Application

Instructional Programming

2019-2020

Arkansas Division of Elementary and Secondary Education

Literacy Unit

Four Capitol Mall

Little Rock, Arkansas 72201

# Table of Contents

SECTION 1: Information and Rationale.....	3
Background and Purpose .....	3
Request for Approval List Submissions .....	3
Eligibility Process Overview .....	3
SECTION 2: Submission Guidelines.....	5
Phase 1: Eligibility Criteria.....	5
Phase 1: Submission .....	5
Phase 1: I. Intent.....	5
Phase 1: II. Required Elements.....	5
Phase 1: III. Agreement of Completion.....	6
Phase 1: IV. Eligibility Rubric Criteria.....	6
Section 3: Program Provider Profile (PPP) .....	8

## **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 or 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.

### **Request for Approval List Submissions**

The Arkansas Division of Elementary and Secondary Education requests submission of core and supplemental materials, resources, and curriculum programs for K-2 Literacy (Tiers 1 and 2 instruction). A separate review of other grade levels and dyslexia programs will be requested in an additional process.

### **Eligibility Process Overview**

There will be two phases in the review process:

- **Phase 1** is a preliminary review of K-2 Literacy Programs submitted by curriculum program providers through an application process. Separate applications are required for each program type. Providers must meet all eligibility in Phase 1 in order to advance to Phase 2.
- **Phase 2** consists of a full review of instructional programs. Each vendor must establish that the K-2 Literacy Program submitted meets the required eligibility criteria.

Upon acceptance of Phase 1 Eligibility, providers will be notified and will receive instructions to submit materials for Phase 2 Program Review. It is important to note that Phase 2 of the submission process will require vendors to explicitly mark and label the location of required components within submission materials.

### **IMPORTANT NOTES:**

- Completion of requirements for Phase 1 Eligibility DOES NOT guarantee final approval.
- Vendors meeting Phase 1 Eligibility must still complete and submit the Phase 2 Program Review to be approved before inclusion on the Division’s 2020-2021 [school/fiscal] year Approved List.

**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 because cognitive science refutes use in foundational reading.

**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.

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.

## SECTION 2: Submission Guidelines

### Phase 1: Eligibility Criteria

The preliminary review of K-2 Literacy Program must include a complete **Program Provider Profile (PPP)**.

### Phase 1: Submission

Phase 1 Literacy Program Curriculum Applications must be submitted electronically as **one PDF document** which includes the PPP and any ancillary documents from the program provider. DO NOT include hyperlinks. File name must have the following format (publisher\_program name\_2019\_PER).

Send all electronic and hard copy materials to **Brooke Butler** at:

- [ARreadingPER@gmail.com](mailto:ARreadingPER@gmail.com)
- Mailing Address: ATTN: Brooke Butler  
Arkansas Division of Elementary and Secondary Education  
Four Capitol Mall  
Little Rock, Arkansas 72201

**DUE DATE:** Submissions must be submitted electronically and postmarked by **November 15, 2019**.

### Phase 1: I. Intent

This section will include a brief description of the program and its target audience.

### Phase 1: II. Required Elements

- **Grounded in the Science of Reading & Evidence-Based:** Provide a clear and concise summary of evidence and research with appropriate citations (white papers, case studies, etc.) that the program is producing effective results and improving outcomes when implemented. The instructional strategies should be based on peer reviewed, evidence-based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.
- **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 practice.
- **Systematic and Cumulative:** Provide a detailed scope and sequence, which includes spiraling review. Systematic 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.
- **Alignment to Arkansas Academic Standards:** Provide an alignment or correlation to Arkansas Academic Standards.

### Phase 1: III. Agreement of Completion

Continuation to Phase 2 Literacy Curriculum Approval Process is contingent upon the fulfillment of conditions required in Phase 1 Eligibility. If submission of Phase 1 Program Eligibility does not meet the requirements, the program will not advance to Phase 2 Program Review.

### Phase 1: IV. Eligibility Rubric Criteria

PPP document and ancillary documents will be evaluated with the following rubric.

<b>PROGRAM:</b>			
<b>SECTION</b>	<b>REQUIRED</b>	<b>VERIFICATION</b>	<b>NOTES</b>
Reviewed Section Title	Required elements	I. Intent II. Required Elements III. Agreement of Completion	Reviewer's notes
<b>Cover Page</b>	<input type="checkbox"/> Name of Publisher <input type="checkbox"/> Product Title <input type="checkbox"/> Publication Year <input type="checkbox"/> Contact Person <input type="checkbox"/> Street Address <input type="checkbox"/> Phone Number <input type="checkbox"/> Email Address	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	
<b>I. Intent:</b>			
<b>A. Brief Description of Product</b>	<input type="checkbox"/> Describes Core Components	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	
<b>B. Target Audience</b>	<input type="checkbox"/> Target Audience Identified	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	
<b>C. Audience Description</b>	<input type="checkbox"/> Kindergarten: Describes how materials address specific needs <input type="checkbox"/> First Grade: Describes how materials address specific needs <input type="checkbox"/> Second Grade: Describes how materials address specific needs	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete  Note: A mark of completion is dependent on identified target audience in I.B.	

<b>II. Required Elements:</b>			
<b>A. Grounded in the Science of Reading &amp; Evidence-Based</b>	<input type="checkbox"/> Summary of evidence and research <input type="checkbox"/> Documentation of evidence (case studies, white papers, etc.) <input type="checkbox"/> Documentation that evidence of successful instructional strategies have been peer reviewed	<input type="checkbox"/> Complete <input type="checkbox"/> Partially Complete <input type="checkbox"/> Not Complete	
<b>B. Explicit</b>	<input type="checkbox"/> Identifies core components <input type="checkbox"/> Describes each core component <input type="checkbox"/> Includes examples of explicit instruction	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	
<b>C. Systematic and Cumulative</b>	<input type="checkbox"/> Detailed Scope and Sequence <input type="checkbox"/> Evidence of spiraling review <input type="checkbox"/> Sequence of Instruction shows evidence that previous instructional learning activities were designed to enhance students' readiness to engage in new learning	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	
<b>D. Diagnostic</b>	<input type="checkbox"/> List of Program Assessments <input type="checkbox"/> Description of when assessments are used <input type="checkbox"/> Description of how assessments are used	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	
<b>E. Aligned to Arkansas Academic Standards</b>	<input type="checkbox"/> Evidence of alignment to Arkansas Academic Standards	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	
<b>III. Agreement of Completion</b>			
<b>Signature &amp; Date</b>	<input type="checkbox"/> Signature <input type="checkbox"/> Date	<input type="checkbox"/> Complete <input type="checkbox"/> Not Complete	

<b>Submission Guidelines</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Submitted as one electronic PDF document</li> <li><input type="checkbox"/> Additional documentation is part of <b>single PDF document</b> and is labeled, identifying the question it supports</li> <li><input type="checkbox"/> Standard 8.5x11 paper</li> <li><input type="checkbox"/> Hard copy mailed to ATTN: Brooke Butler</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete</li> <li><input type="checkbox"/> Not Complete</li> </ul>	
<b>Instructional Program Recommendation</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Phase 1</li> <li><input type="checkbox"/> Incomplete Phase 1</li> </ul> <p>Explanation of Rating:</p>		

### Section 3: Program Provider Profile (PPP)





# ARKANSAS

## DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

---

Four Capital Mall - Little Rock - Arkansas - 72201  
(501) 682-0676

### PROGRAM PROVIDER PROFILE (PPP)

#### COVER PAGE

---

**Name of Publisher**

**Product Title:**

**Edition:**

**Publication Year:**

---

**Contact Person:**

**Street Address:**

**City:**

**State:**

**Telephone Number:**

**Website:**

**Email Address:**

---

## PHASE 1 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 **II:C) Systematic and Cumulative**, the document(s) should be labeled in the heading as follows:

**II.\_Required Elements\_C) Systematic and Cumulative\_(Title of Program Document)**

---

### I. INTENT

---

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

**B) Target Audience:** Please identify the Target Audience for this product. Select all that apply. (REQUIRED)

Kindergarten

First Grade

Second Grade

**C) Audience Description:** Please describe how this product addresses the needs of a group or groups identified in question I:B) Target Audience. **(REQUIRED, 2000 Character Limit)**

---

## II. REQUIRED ELEMENTS

---

**A) Grounded in the Science of Reading & Evidence-Based:** Provide a clear and concise summary of evidence and research with appropriate citations (white papers, case studies, etc.) that the program is producing effective results and improving outcomes when implemented.

The instructional strategies should be based on peer reviewed, evidence-based research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. Attach and label further documentation if necessary. **(REQUIRED)**

**B) 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 practice. **(REQUIRED, 2000 Character Limit)**

**C) Systematic and Cumulative:** Provide a detailed scope and sequence, which includes spiraling review.

Systematic 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. **(REQUIRED)**

**D) Diagnostic:** Provide a list of program assessments, including how and when they are used.  
**(REQUIRED, 2000 Character Limit)**

**E) Alignment to Arkansas Academic Standards:** Provide an alignment or correlation to Arkansas Academic Standards.

Attach and label further documentation if necessary. **(REQUIRED)**



---

### **III: AGREEMENT OF COMPLETION**

---

**In order to be considered for review in Phase II, the PPP must be complete.**

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

**Cover Page**

**Section I: Intent**

**Section II: Required Elements**

**Required Supplemental Documentation**

**Hardcopy postmarked by November 15, 2019 to Attn: Brooke Butler, Four Capitol Mall - Little Rock, Arkansas 72201**

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

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

**Please Sign:**

---

**Date:**