

# Instructional Supports and Teacher Training to Address Readiness in Literacy

## Grant Application

### Application Deadline:

Wednesday, January 19, 2022, at 5:00 p.m. EST

Applications must be received no later than Wednesday, January 19, 2022, at 5:00 p.m.



January 4, 2022



## Table of Contents

<b>Part I: GENERAL INFORMATION.....</b>	<b>3</b>
Introduction and Purpose .....	3
Eligible Applicants.....	3
Timeline of Activities.....	4
Program Requirements .....	4
Authorized Activities .....	4
Unauthorized Activities.....	5
Grant Period .....	5
Grant Award Amounts .....	5
Responsibilities of a Fiscal Agent (LEA).....	6
Program Accountability and Monitoring.....	6
Programmatic Reporting Requirements .....	7
Review and Selection Process.....	7
<b>PART II: APPLICATION COMPONENTS.....</b>	<b>9</b>
Georgia’s Systems of Continuous Improvement Problem-Solving Model.....	9
Application Guidelines.....	9
Program Abstract.....	9
Identify Needs (Needs Assessment).....	9
Select Interventions.....	10
Plan for Implementation and Implement Plan .....	10
Examine Progress.....	10
Sustainability.....	11
Budget .....	11
Appendix A Authorized Purchases.....	12
Appendix B Planning Chart.....	13
Appendix C Budget Template .....	14
Appendix D Grant Assurances .....	15
Appendix E LEA Checklist .....	16
Appendix F SEA Scoring Tool .....	17
Appendix G Multi-Sensory Reading Training Information and Resources .....	18

## Part I: GENERAL INFORMATION

### Introduction and Purpose

The Instructional Supports and Teacher Training to Address Readiness in Literacy Grant provides financial resources to local educational agencies (LEAs) on behalf of Title I schools. Georgia Department of Education (GaDOE) will award competitive, non-renewable grants to LEAs on behalf of Title I schools to meet the needs outlined in their improvement plans to address closing the gap and making progress in literacy.

The purpose of this grant is to provide financial resources for multi-sensory reading training opportunities and resources to support early reading assistance programs for struggling readers and those students with risk factors for dyslexia.

GaDOE will award competitive, non-renewable grants to LEAs to ensure the necessary infrastructure and supports are available for teachers to meet the needs and improve outcomes in literacy for every student. Successful applications must demonstrate that the applicant will sustain the work outlined. Applications must include training for district-level staff to support the sustainability of the training.

Grants will be awarded for the 2021-2022 school year. The maximum grant period is July 1, 2021, through September 30, 2022, subject to the continued availability of funds and the grantee meeting all outlined requirements. All goods and services must be received and activities and purchases for this budget period must be allocated by September 30, 2022. GaDOE reserves the right to replicate, adapt, and publish materials developed with funding from the grant.

### Eligible Applicants

Eligible applicants must be LEAs serving Title I schools.

### Application Formatting and Submission

This application information package was developed by GaDOE and contains all the forms and instructions necessary to apply for the grant. Please review the enclosed materials and carefully follow the instructions for completing the application. Before submitting the application, review the application requirements to ensure that all sections and documents are complete.

The deadline for submission is Wednesday, January 19, 2022, at 5:00 PM EST. The application must be submitted on or before the deadline using this [Instructional Supports and Teacher Training to Address Readiness in Literacy Grant application link](#). No applications will be considered after the deadline. GaDOE is required to enforce the established submission deadline to ensure fairness to all applicants. Faxed or paper applications are not acceptable and will not be reviewed by GaDOE.

Supplemental or revised application information will not be accepted. An application package must contain every element intended to be submitted. Applicants are encouraged to carefully review the procedures for submitting all materials. No changes or additions to an application will be accepted once the application is submitted.

Applicants are strongly encouraged to submit only the requested information. Readers will have limited time to evaluate applications; and for that reason, consideration of the application against the selection criteria will focus solely on the required sections of the application and the appendices.

### Timeline of Activities

Date	Activity/Action
January 4, 2022	Application released
January 19, 2022	Application Submission deadline
February 18, 2022	Notification of intent to award funds
February 25, 2022	Funding period begins
May 31, 2022	Progress report due
June 15, 2022	Review drawdown of grant funds
September 30, 2022	All grant-funded goods and services received
October 30, 2022	Deadline for final grant and completion reports

If you have questions, please contact Leigh Ann Cross, Program Manager for DSESS Instruction and Systemic Improvement, at [LeighAnn.Cross@doe.k12.ga.us](mailto:LeighAnn.Cross@doe.k12.ga.us).

### Program Requirements

Grant applications must:

- Respond to a need identified in the comprehensive needs assessment (CNA) related to improving literacy for students.
- Respond to a need identified in the Senate Bill 48 Dyslexia Bill
- Focus on supports to meet the needs of each child
- Include interventions chosen from the allowable expenses outlined in Appendix A

### Authorized Activities

Applicants may use funds to implement specific activities that will support multi-sensory literacy instruction and/or MTSS implementation, resulting in increased student achievement. Authorized purchases are outlined in Appendix A and include:

- Professional learning on a multi-sensory reading methodology for teachers of students with disabilities, EIP teachers, general education teachers who teach struggling readers, and district-level instructional staff.

- Professional learning and implementation in one of the following multi-sensory reading programs:
  - a. Orton-Gillingham Academy Classroom Educator
  - b. Wilson Reading Classroom Educator
  - c. Language Essentials for Teachers of Reading and Spelling (LETRS)
  - d. Other Multi-Sensory Reading Program as approved by GaDOE that includes criteria outlined in SB 48 Dyslexia guidance
- Cost related to substitutes and/or stipends.
- **Supplemental instructional materials**
  - a. Materials needed to support the multi-sensory reading program implementation, including screeners if needed.
  - b. Multi-sensory reading manipulatives to support students with disabilities and struggling readers in ELA/literacy.

### Unauthorized Activities

Grant funds may not be used for:

- Indirect costs
- Out-of-state travel, graduate-level courses, or professional memberships
- Capital improvements to existing structures
- Clerical staff or grant administration
- Internet connectivity
- Supplies not related to selected multi-sensory reading supports
- Furniture or playground equipment
- Field trips
- Rewards and incentives
- Personal items

### Grant Period

The maximum grant period for the Multi-Sensory Reading Instruction Training Grant is July 1, 2021, through September 30, 2022, subject to the continued availability of funds and the grantee meeting all outlined requirements. All goods and services must be received and activities and purchases for this budget period must be allocated by September 30, 2022.

### Grant Award Amounts

During the grant cycle covered by this RFA release, applicants may request funds up to **\$30,000** per school based on need and proposed services. LEAs are permitted to submit one application to address multiple schools; however, each LEA is limited to eight subgrant awards for this competition, with a maximum funding of **\$240,000.00 per district (LEA)**.

## Responsibilities of a Fiscal Agent (LEA)

The following are some of the expectations, roles, and responsibilities of a fiscal agent:

- Administer the grant from award to closeout in accordance with all applicable laws and regulations.
- Serve as the organizational representative and point of contact for all business management aspects of the award agreement.
- Apply appropriate management controls using management systems, checklists, and records, including, but not limited to:
  - Internal controls:
    - Safeguard assets; ensure reliability of accounting data and subgrant terms and conditions
    - Maintain inventory of purchased equipment
  - Operating controls:
    - Fiduciary procedural manuals; budgetary control system
  - Accounting controls:
    - Implement controls to ensure reliability of recorded financial data
    - Maintain appropriate level of transaction review and authorization
    - Develop and implement proper procurement procedures and cash management procedures that are well defined
    - Develop procedures that facilitate timely review and audit of financial activity.
- Prepare necessary reports.
- Keep GaDOE and stakeholders informed about grant project progress.
- Evaluate the extent to which measurable project objectives are being met.
- Submit completion reports no later than October 30, 2022

## Program Accountability and Monitoring

GaDOE is responsible for monitoring grant implementation in accordance with the following program accountability requirements:

- Each applicant receiving funding through this RFA meets the eligibility requirements for the grant described herein, and the applicant assures that it will comply with all program implementation and reporting requirements established through this RFA.
- Each applicant receiving funding through this RFA appropriately uses these funds as described in this application package.
- Each applicant implements activities funded through this application within the timeline in which the funds provided are to be used.

To fulfill its monitoring responsibilities, GaDOE requires grantees to submit appropriate fiscal and program documentation.

## Programmatic Reporting Requirements

All grantees must submit a final report to GaDOE by September 30, 2022, or at the conclusion of the project's activities, whichever occurs first. Grantees will receive directions for completing the final report from the Division of School and District Effectiveness.

Districts and their schools receiving the grant must outline the scope of work and include any artifacts created because of the grant. They must also document how the grant funding improved instruction and increased student achievement for students with disabilities. Grantees must provide a summary of the funded work that includes the following:

A narrative that includes a clear explanation of:

- How this grant increased student achievement for students with disabilities and other subgroup achievement
- How many staff completed training on the identified multi-sensory reading instruction program
- Summary of the evaluation tool(s) used to measure impact of educator practice based upon the training goals and objectives
- The extent to which the goals and objectives were achieved, and strategies were implemented
- The results and findings during the grant period
- An explanation of how capacity was built to sustain grant activities after the grant funding ends

Support materials that include:

- Copies of the evaluation tool(s) used to measure the goals and objectives
- Copies of curriculum guides, resources, or other instructional materials developed as a part of the grant project

## Review and Selection Process

GaDOE staff will conduct an initial review of all grant applications for completeness and compliance with application and eligibility guidelines. All required materials, including forms and appendices, must be submitted for the application to be considered complete and eligible for review. Only those applications that are received by the deadline and deemed complete by GaDOE will be forwarded for review and funding consideration.

Impartial readers will evaluate and score each application based on the quality of the proposed activities and the evidence provided to demonstrate the capacity of the applicant to implement the proposed activity.

Readers will evaluate each application using the Application Scoring Tool (Appendix F). A reader may award up to 100 points for each application. Readers' scores will be averaged to determine a total score. GaDOE staff will

rank the scores from highest to lowest and allocate funding based upon the scores until funding is exhausted or all eligible applicants receive funding. Applicants scoring sixty or below will not be awarded funds. Bonus points (10) will be awarded to applicants that outline plans to address multiple subgroups to seamlessly align supports.

## PART II: APPLICATION COMPONENTS

### Georgia's Systems of Continuous Improvement Problem-Solving Model

Georgia's Systems of Continuous Improvement (GSCI) uses a problem-solving model (the "how") to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. The grant application follows the GSCI problem-solving model.



### Application Guidelines

- **Scoring:** The standard scoring criteria are based on a 100-point scale.
- **Proposal/Format:** Applications must be submitted using this link: [Instructional Supports and Teacher Training to Address Readiness in Literacy Grant application](#). Paper or faxed submissions will not be accepted.
- **Assurances Page (Appendix D):** Applicants must upload a copy of the assurances page (including the superintendent's initials and signature) at the end of the grant application form.

### Program Abstract

The narrative should include, at a minimum, the reason the need exists, the way the grant-funded professional learning will operate to meet the need of the target population, and the intended outcomes.

### Identify Needs (Needs Assessment)

A needs assessment is a process of looking at data and information about the school/district to develop a clear picture and understanding of what is and has been occurring at the school/district and inform what is needed to improve student achievement.

- **Specific Needs** – Provide detailed and concrete data citing the specific reading achievement and support service gaps pertaining to struggling readers that the needs assessment process identified. Applicants are encouraged to utilize data tables in this section to clearly convey the need for the proposed grant services.

- Grant Focus – Provide specific information that demonstrates why this professional learning is appropriate for the target population and how it will address the identified needs gathered in the data collection and analysis process. The information must demonstrate a clear and concise rationale as to why the grant-funded professional learning is appropriate for the target subgroup population and how it will address the identified needs gathered in the data collection and analysis process.

### Select Interventions

Applicants must describe in detail the goals and grant-funded professional learning selected from Appendix A, the personnel involved in participating and implementing the proposed initiative, and the expected outcomes.

### Plan for Implementation and Implement Plan

- The applicant must provide a narrative with a complete plan explaining how the grant-funded initiative will operate and will address the identified need.
- The plan should also provide a clear, concise description of how the proposed grant-funded initiative is expected to improve academic achievement for students.
- The applicant should detail a complete plan that includes a timeframe and utilizes specific goals and activities. All goals must be measurable, performance-based, and able to be assessed throughout the year (formative assessment).
- Applicants must provide examples illustrating how identified strategies align with the school and/or district improvement plan.
- Applicants should create and upload a table (sample below and included as Appendix B) to capture the required information.

### Examine Progress

Applicants must describe in detail how they will evaluate and monitor progress of both implementation and effectiveness on an ongoing basis. The applicant must provide a detailed explanation as to how it will implement an evaluation plan for continuously assessing progress towards meeting each of the proposed goals and revising and strengthening the program based upon the continuous assessments. The plan must include methods for evaluating implementation and impact for both teacher and student achievement.

<b>Measurable Goal:</b>			
<b>Action Steps to Accomplish Measurable Goal</b>	<b>Time Frame</b>	<b>Method For Evaluating Implementation</b>	<b>Method For Evaluating Impact</b>

## Sustainability

To address sustainability of the proposed grant-funded initiative beyond the grant period, applicants should discuss how grant-funded activities will include intentional efforts to build capacity and sustain the work after the end of the grant period. Is the grant-funded initiative designed as part of a sequential and sustainable program? If so, explain how the program will be sustained and funded after the award year has passed.

## Budget

Provide a brief and concise narrative outlining how the costs indicated on the budget are reasonable and necessary in relation to the number of participants to be served, the scope of the grant-funded initiative, and its anticipated outcomes. The proposed budget must provide clear evidence that the expenditures are appropriate and justified to support the grant-funded initiative. The budget must be itemized to include costs for professional learning for X number of teachers and district instructional support staff; amounts for substitutes and stipends, a list of materials needed to implement the training and implementation of the multi-sensory reading program, etc.

A sample budget template can be found in Appendix C. Applicants will use the attached Excel budget template and upload the file to the [\*Instructional Supports and Teacher Training to Address Readiness in Literacy Grant application link.\*](#)

## Appendix A

### Instructional Supports and Teacher Training to Address Readiness in Literacy Grant Authorized Purchases

#### Professional Learning Opportunities

---

Multi-sensory reading methodology professional learning for teachers of students with disabilities, EIP teachers, and general education teachers who teach the identified subgroups, a RESA ELA Specialist, a GLRS Specialist if applicable, and a district -level instructional staff as an evidence-based intervention to improve academic achievement.

Multi-Sensory Reading Training Program Choices:

- Orton-Gillingham Academy Classroom Educator
- Wilson Reading Classroom Educator
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- [Georgia Educational Training Agency](#)
  - The Complete Reading Series
  - Orton-Gillingham
- Other Multi-Sensory Reading Program as approved by GaDOE that includes criteria outlined in SB 48 Dyslexia guidance

GaPSC Approved Dyslexia Endorsement Programs (Updated on 3/31/2021)

- [Central Savannah River Area RESA](#)
- [Georgia College and State University](#)
- [Georgia State University](#)
- [Griffin RESA](#)
- [Metro RESA](#)
- [Middle Georgia RESA](#)
- [North Georgia RESA](#)
- [Northwest Georgia RESA](#)
- [Shorter University](#)
- [Thomas University](#)
- [University of Georgia](#)
- [University of West Georgia](#)
- [West Georgia RESA](#)

Costs related to substitutes and or stipends

#### Supplemental Instructional Materials and Supplies

---

Materials needed to support the multi-sensory reading program implementation, including GaDOE approved screeners if needed.

Multi-sensory Reading Manipulatives to support students with disabilities and struggling readers in ELA/literacy.

**See Appendix G** for additional training information and resources. For more information on dyslexia, GaDOE resources, and information, visit [GaDOE's Dyslexia webpage](#).

**Appendix B**  
**Instructional Supports and Teacher Training to Address Readiness in Literacy**  
**Grant Plan Implementation, Implement Plan, and**  
**Examine Progress Chart**

<b>Name of District (LEA)</b>				
<b>Name of School (if applicable)</b>				
<b>Name of Multi-Sensory Methodology Chosen:</b>				
<b>Measurable Goal:</b>				
Action Steps to Accomplish Goal	Time Frame	Method For Evaluating Implementation	Method For Evaluating Educator Impact	Method for Evaluating Student Impact



**Appendix D**  
**Instructional Supports and Teacher Training to Address Readiness in Literacy**  
**Grant Assurances**

Assurances	Superintendent's Initials
Personnel trained will have the certification, experience, and documented success to meet the role's requirements to increase achievement for struggling readers.	
The personnel trained will be provided ongoing support at the school and district in implementing the multi-sensory reading pedagogy.	
Personnel selected will attend all required trainings and ongoing professional learning related to the selected training.	
A district-level instructional specialist has been identified to attend training alongside identified school staff.	
The LEA will only purchase items approved in the grant budget template submitted with the awarded grant application. If adjustments to the budget are needed, they will be approved by GaDOE prior to amending the budget.	
Supplemental materials purchased with grant funds to support the multi-sensory reading training will be used solely for implementation of the initiative.	
All funds will be used for the chosen multi-sensory reading instruction training and supports listed in Appendix A or approved by GaDOE.	
LEAs must operate their federal grants in accordance with the <a href="#">Code of Federal Regulations</a>	
LEA:(Include Full Name with no acronyms) and name of school if not a district application	
Principal (Print Name):	
Superintendent (Print Name):	
Signature of Superintendent:	Date:

**APPENDIX E**  
**Instructional Supports and Teacher Training to Address Readiness in Literacy**  
**Grant Checklist (For LEA Use)**

Criteria	Evident	Not Evident	Comments
1. The work outlined in the grant will be completed by 9/30/22.			
2. <b>Identify Needs</b> – Data supports the need for the requested funds to support improving outcomes for struggling readers.			
3. <b>Identify Needs</b> – Focus of the proposed activity is outlined, and addresses identified need.			
4. <b>Goals and Select Intervention Program</b> – Goals are clearly outlined and measurable.			
5. <b>Goals and Select Intervention Program</b> – Grant-funded initiatives are clearly outlined and include selections from Appendix A only.			
6. <b>Plan for Implementation, Implement Plan, and Examine Progress</b> – Narrative outlines the plan and how it will improve students with disabilities achievement. Chart in Appendix B is complete.			
7. <b>Sustainability</b> - There is a clear description of plans for sustainability that include building capacity, scaling up, and future funding opportunities/options.			
8. <b>Budget</b> – Narrative provided outlines how costs are reasonable and necessary and related to the goals of the grant.			
9. <b>Budget</b> – Items outlined in budget are represented in the grant application’s Appendix A.			
10. <b>Budget</b> – Indirect costs and other items identified <b>as not allowed</b> are not referenced in the budget.			
11. <b>Budget</b> – District instructional specialist is included in the training costs.			
12. <b>Assurances</b> – All assurances are initialed and signed by the superintendent.			

**APPENDIX F**  
**Instructional Supports and Teacher Training to Address Readiness in Literacy**  
**Grant Scoring Tool**  
**(For GaDOE Use)**

Grant Reviewers will indicate level of agreement for each statement on a scale of 1 to 3.

Level 1 – Elements of the statement are not clearly addressed

Level 2 – Elements of the statement are evident, but not completely addressed

Level 3 – All elements of the statement are clearly addressed

Criteria	Level 1 (Zero points)	Level 2 (Half Points)	Level 3 (Full Points)	Comments
<b>Identify Needs</b> - Data supports the need for the requested funds. (10 pts)				
<b>Identify Needs</b> – Focus of the proposed activity is outlined, and addresses identified need. (10 pts)				
<b>Goals and Select Interventions</b> – Goals are clearly outlined. (15 pts)				
<b>Goals and Select Interventions</b> – Grant-funded initiatives are clearly outlined and include selections from Appendix A. (10 pts)				
<b>Plan for Implementation, Implement Plan, and Examine Progress</b> – Narrative outlines the plan and how it will improve student achievement. Chart in Appendix B is complete. (30 pts)				
<b>Sustainability</b> - There is a clear description of plans for sustainability that include building capacity, scaling up, and future funding opportunities/options. (5 pts)				
<b>Budget</b> – Narrative provided outlines how costs are reasonable and necessary, and items outlined in budget are itemized and represented in the grant application's Appendix A. District staff required to attend training are represented in budget. (20 pts)				
<b>Bonus</b> – Selected interventions are interwoven to maximize impact on multiple subgroups. (10 points)				
<b>Totals for Each Column:</b>				<b>Grand Total:</b>

**Appendix G**  
**Information about Multi-Sensory Reading Methodology**  
**Training and Resources**

**Orton-Gillingham Classroom Educator Level Certification**

**Orton-Gillingham Classroom Educator** course provides participants with the knowledge and skills to implement a linguistic phonics-based approach during regular classroom instruction or small group intervention (Tiers 1 and 2).

This approach is appropriate for all beginning readers and essential for those who struggle. The course will include information on dyslexia, related disorders, phonological awareness, and handwriting.

Participants will learn the structure of our written language including letter-sound associations, syllable types, division patterns, and spelling patterns.

Orton-Gillingham lesson plan components will be presented, and structured, multi-sensory procedures will be practiced.

This framework can be adapted to enhance an existing phonics curriculum and provides the essential background knowledge to support effective use of dyslexia-specific programs.

The requirements of this course meet the standards of the Orton-Gillingham Academy.

<b>Prerequisites</b>	Bachelor’s degree from an accredited institution in any area of study
<b>Coursework</b>	30 hours (minimum) by a Fellow or by a Fellow-in-Training (FIT) as designated by the Fellow
<b>Practicum</b>	50 hours supervised practicum over 8 consecutive months, minimum, which includes 5 observations of the trainee teaching complete lessons in a group (of at least 2 students) or classroom setting conducted by the Fellow (3 out of the 5 observations may be by a Fellow-in-Training (FIT) or Clinical Supervisor (CS) as designated by the Fellow) on-site, unedited video or web-based application
<b>Readings</b>	Assigned at the discretion of the training Fellow

**Options for Training with Fellows**

1. Working with individual Fellow(s)
2. Contact Jennifer Lindstrom at [Jennifer.Lindstrom@doe.k12.ga.us](mailto:Jennifer.Lindstrom@doe.k12.ga.us) for information on working with a Fellow Trainer
  - o [Click here for Training Fellows & Locations](#)
  - o Email the Academy: [info@ortonacademy.org](mailto:info@ortonacademy.org)
  - o [Click here for Accredited Training programs](#)

## **Beginning OG Course (Level 1) for School Districts**

[Beginning OG Course \(Level 1\) for School Districts | Orton Gillingham Online Academy \(ortongillinghamonlinetutor.com\)](#)

**Orton Gillingham Online Academy** offers online group training for school districts. There is no maximum or minimum number of participants for this option, and the cost is **\$595 per participant**.

### **The \$595 enrollment fee includes:**

- 30-hour online Orton Gillingham Basic Language (Level 1) Course
- All course materials in PDF format (participants can print as many copies as they need anytime)
- Discussion forums throughout the course in which participants can dialogue with other online course participants from across the globe
- A certificate of completion for each participant who successfully completes the course requirements
- Unlimited access to the virtual classroom (participants can circle back to complete a refresher course anytime in the future at no additional cost)
- Unlimited Q & A with our facilitators

With the online training, you can choose to meet together to complete the training as a group or your participants can complete the coursework on their own time and we can send regular progress reports upon request.

## **Wilson Reading [Professional Learning | Wilson Language Training](#)**

Training is for 5-32 participants, 3 days training \$6,500.00

Newly trained teacher materials library kit:

- One WRS Introductory Set (W4INTROSET) - \$299.00
- Five additional WRS Magnetic Journals with Letter Tiles, 4th Ed. (W4MAGABC) - \$25.90 ea.

Overall Cost LEA approximately \$25,000- \$30,000 for training of up to 32 teachers and teaching and student materials

Need to train an instructional coach with the training to support the work as a Level 1 Wilson Coach Support. Recommended RESA ELA Specialists and/or GLRS specialist become a Level 1 Wilson Coach Support.

### **School & District Implementation**

- [School & District Literacy Plans](#)
- [Building Sustainability](#)
- [Applying Implementation Science to Literacy Development](#)

As a multi-sensory evidence-based structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and

encoding skills to the level of mastery. From the beginning Steps of the program, students receive instruction in:

- Word structure, in depth, for automatic decoding and spelling
- Word recognition and spelling of high frequency words, including irregular words
- Vocabulary, word understanding, and word-learning skills
- Sentence-level text reading with ease, expression, and understanding
- Listening comprehension with age-appropriate narrative and informational text
- Reading comprehension with narrative and expository text of increasing levels of difficulty
- Narrative and informational text structures
- Organization of information for oral or written expression
- Proofreading skills
- Self-monitoring for word recognition accuracy and comprehension

## Additional Resources and Information

### Screener Samples

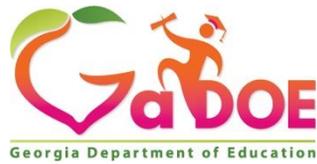
- **Acadience** – <https://acadiencelarning.org/acadience-reading/acadience-ran/>
- **AIMSWebPlus** – <https://www.pearsonassessments.com/forms/dyslexia-screening-with-aimswebplus-and-shaywitz-dyslexiascreen.html>
- **EasyCBM** – <https://www.easycbm.com/>
- **EarlyBird Screener** – <https://earlybirddeducation.com/>

### Professional Development & Support

- **The Dyslexia Resource** – <https://dyslexiaresource.org/>
- **Reading is Essential for All People (REAP)** – <https://www.readingisessential.org/>
- **Kendore Learning** – <https://kendorelearning.com/>
- **Georgia Educational Training Agency** – <https://georgiaeta.com/>

### Instructional Curricula for Intervention

- **School Specialty: SPIRE** – Based on Orton-Gillingham – K-3 for phonological & phonemic Awareness, phonics and word study, and text reading fluency
- **Learning by Design: Spell-Links** – Speech to print, phonological and phonemic awareness (basic and advanced levels), phonics and word study, and fluency
- **Barton: Barton Reading and Spelling** – Based on Orton Gillingham
- **Remediation Plus: Remediation Plus System** – Heavy emphasis on phonemic awareness skill development paired with letters (graphemes) before moving along



205 Jesse Hill Jr. Drive SE  
Atlanta, GA 30334  
[www.gadoe.org](http://www.gadoe.org)



Richard Woods, State School Superintendent  
*Educating Georgia's Future*