The READ Act and English Learners: New EL Guidance Document

http://www.cde.state.co.us/coloradoliteracy/ellandread

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Location

Office of Literacy
201 E. Colfax, Room 409
Denver, CO 80203

Home

ELL and READ

English Learner READ Guidance

In collaboration with the depart t's English Learner Literacy Task Force, CDE has developed guidance for implementing the READ Act wit English learners. The guidance document provides information on an allowable exemption to the requirements of the READ Act and guidanc r determining significant reading deficiencies for English learners

READ Plan Sample for EL students:

If an English Learner is determined to have a significant reading deficiency, a READ plan must be developed. Given the unique language and literacy needs of English Learners, the department has created an example plan specific to English Learners. The sample READ plan for English Learners contains the required components of a READ plan which includes components for an individual English Language Development Plan. The sample READ plan for English Learners is an example, not a required template. Districts can determine the format and the name of their plans. The intent of the sample is to illustrate the areas of English language and literacy development a teacher should consider when planning instruction and intervention for English Learners.

Documents and Resources:

The Horizontal Grade Level Articulation Matrix of the READ Act Minimum Skill Competencies:

A visual of the learning progression in each of the six components of reading across the grade levels K-3rd. Progress monitoring objectives are derived from the grade level READ Act minimal competencies that are identified as a priority based on the diagnostic assessments. When working with EL students we often need to review the continuum of skills across grade levels to identify the targeted skill gap that needs to be addressed.

WIDA Can Do Descriptors:

Individual Student Charts for Kindergarten, First through Second Grade and Third through Fifth grade: The "Can Do" Individual Student Charts provide guidance on how to differentiate process and product of the core content to meet the ELD standards and document access to core content. When developing READ plan objectives for EL students we recommend using the "Can Do" student charts to ensure that accommodations are aligned to the language proficiency level of the student. Language proficiency levels are identified on the most recent ACCESS for ELL state assessment or the most recent WIDA W-APT scores if annual state ACCESS data is not available.

If more information is needed or to request technical assistant for READ Act for ELL implementation, please contact:

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Local Determination of Need

Colorado school districts have the authority to approach implementation of the READ Act with English Learners (EL) in ways that are appropriate while **considering:**

- their local context and individual needs of EL students;
- alignment with the requirements and intent of the READ Act; and
- compliance with other relevant state and federal guidelines.

EXEMPTION 1:
Non-English Proficient Students in Their First Year in the United States

Non-English Proficient Students in Their First Year in the United States

- While English Learners who are classified as non-English proficient (NEP) and in their first year in a U. S. school are eligible for SRD determination, these students can be exempt from an SRD identification ***based on local determination of need.***

- These students are not required to participate in the READ assessment process; however, ***the department recommends that English and where appropriate, native language, reading assessments be administered to establish baseline data in order to monitor annual growth.***

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Who would qualify for Exemption #1?

ELLs who are **classified as Non- English Proficient (NEP)** based on state criteria placement test (W-APT) and are:

- Refugees - K through 3rd grade ***in their first year in a US school***
- Kindergarteners ***in their first year in a US school***
- First – Third graders ***in their first year in a US school***

And

Meet District ELL Exemption # 1 Criteria

or District Decision Tree

(local determination of need)

EL Students Beyond Their First Year

- All children in kindergarten through third grade are subject to the READ Act. The recommended process for determining a significant reading deficiency and appropriate interventions differs **according to the language of literacy instruction.**

EXEMPTION 2:
English Learners Receiving Literacy Instruction in English

English Learners Receiving Literacy Instruction in English

- Districts may exercise flexibility in the use of assessment data to either confirm or **refute the existence of a significant reading deficiency** for English Learners receiving literacy instruction in English.
- Should an English Learner test at or below the cut scores for an SRD designation, additional evidence may be used to invalidate the SRD determination.

  Acceptable evidence includes ACCESS for ELLs® data, native language interim reading assessment data, or other locally-determined valid and reliable ELD data.

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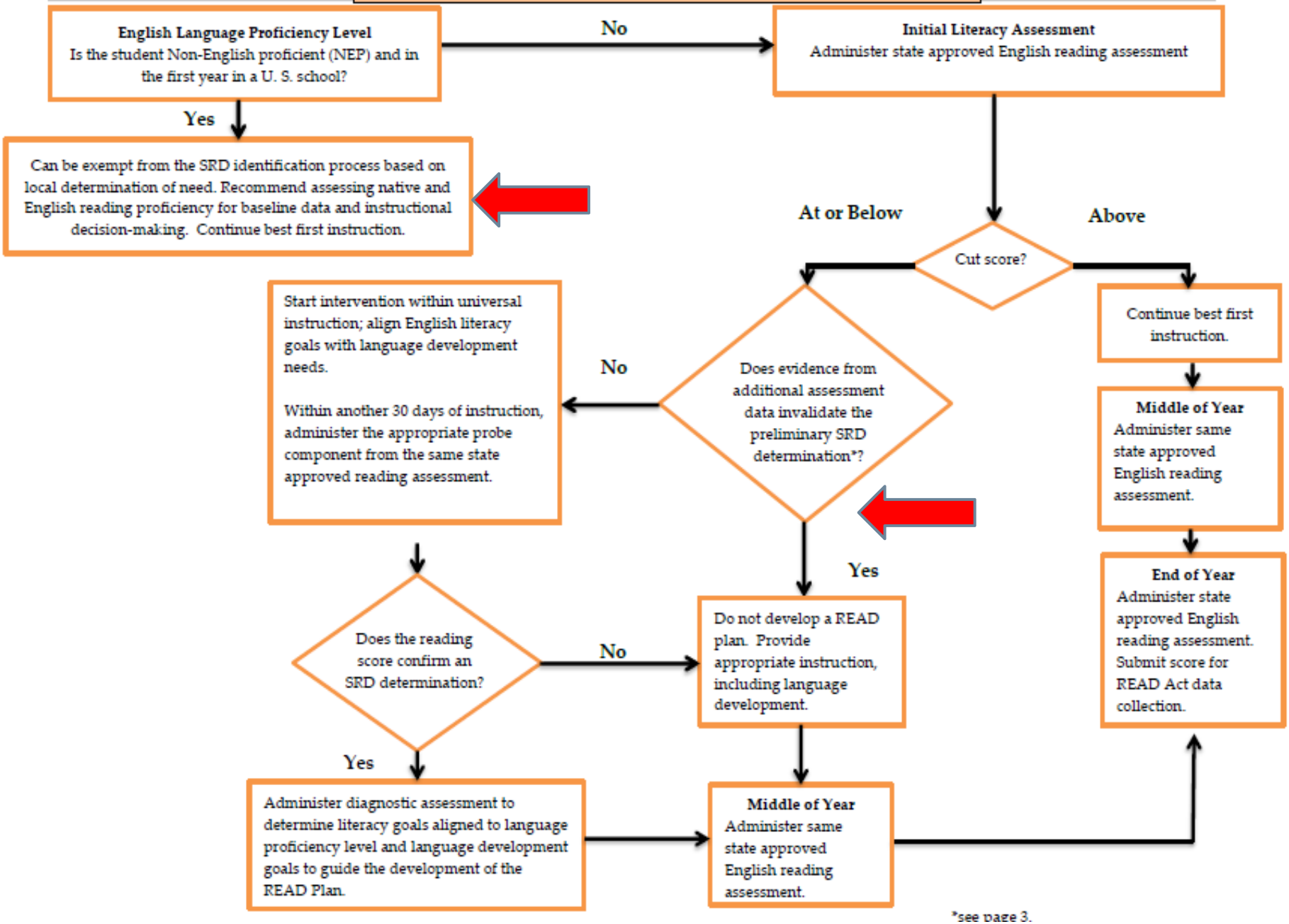
English Learners Receiving Literacy Instruction in English Continued

Should the evidence from additional ELD assessments suggest that an **English Learner's literacy growth trajectory is not on-track compared to his/her English learner peers**, the teacher may choose to continue through the SRD determination process by administering the appropriate reading probes 30 days later

Figure 1. SRD Determination Process for English Learners Receiving Literacy Instruction in English



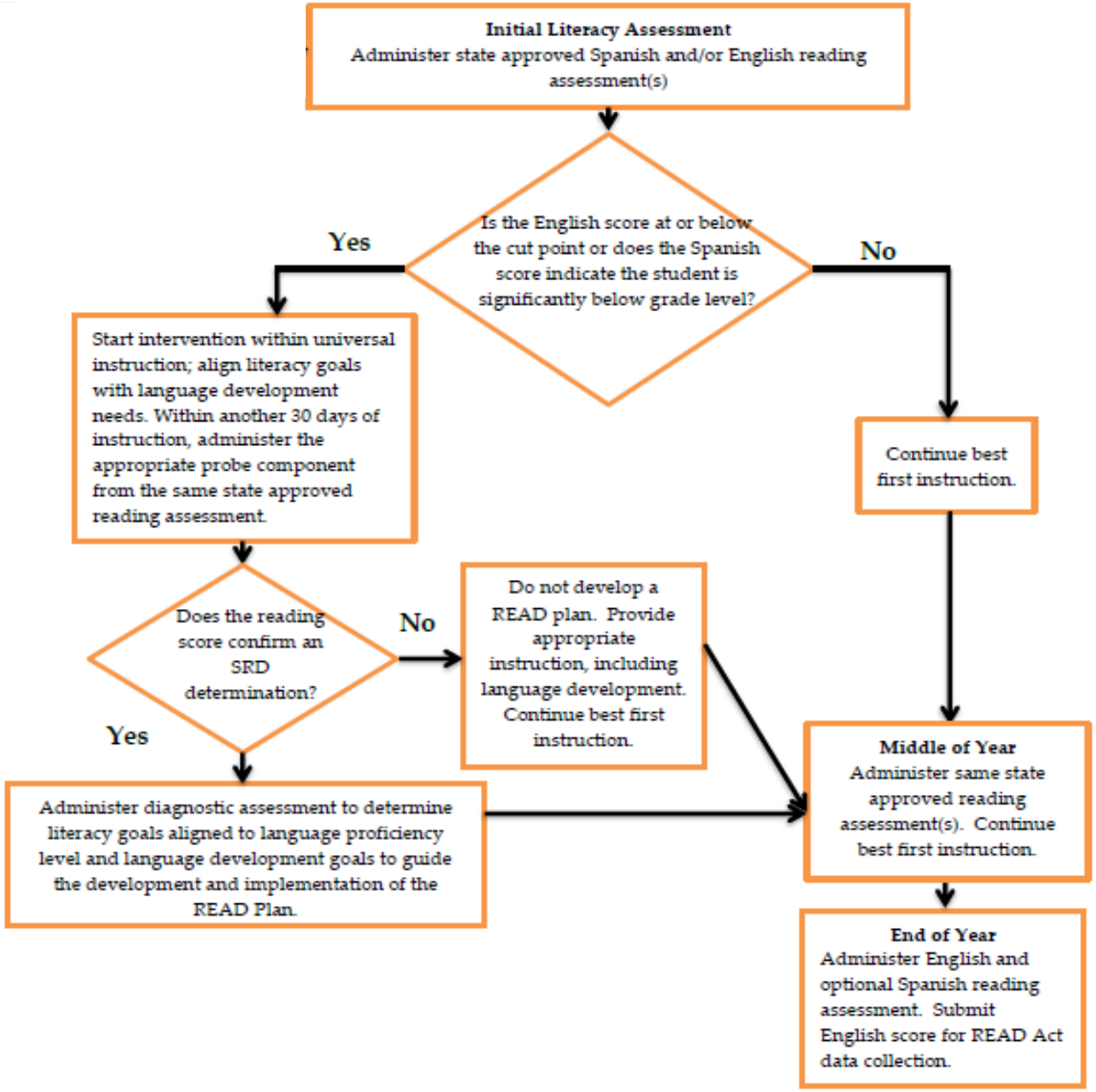
*see page 3.

English Learners Receiving Literacy Instruction in Spanish

Districts that provide literacy instruction in Spanish for English Learners may use state approved Spanish reading assessments to determine whether students have a reading problem.

- For reporting and English development progress monitoring, districts are required to administer an English reading interim assessment at least once a year in the spring.

Figure 2. SRD Determination Process for English Learners Receiving Literacy Instruction in Spanish



Determining A Significant Reading Deficiency for English Learners

District Samples

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DISTRICT EXAMPLE 1: ESL Setting

Answer 3 Questions

1. Is the student's English Proficiency Level between **1.0-2.5**? **(NEP Classification**)
2. Is the student classified as NEP and in his/her first year of an English Language Development program, or has the student lived in the United States for less than 1 year?
3. Is the student making documented English language growth in reading and literacy? (Compared to ELL peers)

Response:

YES to ALL 3 Questions:

Do not develop a READ plan. Provide appropriate instruction and middle and end of year assessments.

NO to ANY of the 3 Questions:

Administer diagnostic assessment to determine literacy goals aligned to language level to guide the development of the READ Plan.

DISTRICT EXAMPLE 2: BILINGUAL SETTING

A student who receives Spanish literacy instruction and scores in the intensive range on DIBELS and IDEL needs a **Spanish Literacy Intervention**.

- The student will be in an intervention with students who need extra time, practice, or support with the same specific literacy skills in Spanish.
- Interim Assessments, DIBELS and IDEL, *3 times a year*.
- Progress monitoring will occur every *5 days* using IDEL.
- If the student described above does not respond to the Spanish Literacy Intervention, *after 4 data points*, the intervention needs to be changed or adjusted by intensity, duration or frequency in order to better serve student needs.

1. **As students transition to English literacy instruction or are on trajectories for biliteracy, follow the guidelines for non-bilingual settings.**
2. **Students scoring in the intensive range on DIBELS, but not intensive on IDEL, need an English Literacy Intervention or Literacy-Based English Language Development (ELD) Instructional Setting as the most appropriate course of action. Follow the guidelines for non-bilingual settings.**

DISTRICT EXAMPLE 3: ESL SETTING

A student who receives English literacy instruction and scores in the intensive range on Interim Assessment:

Select the most appropriate action by considering:

- Language proficiency level (ACCESS) **Is the ELL classified NEP?**
- Linguistic history: **Is it less than 3 years in an ESL program?**
- Select the most appropriate learning environment:
  1. English Literacy Intervention
  2. Literacy-Based English Language Development (ELD) Instructional Setting with an ELL teacher

Review your District Criteria for Exemption

Guiding Questions to consider and set criteria.

ELL's classification? _____

Time in US Schools ? _____

Assessment Performance Growth Rate (Scores: compared to ELL peers)

A. ACCESS:_____

B. State Assessments: TCAP and Interim Assessment:

_____

C. ELD Assessments: (MODEL, Native Assessments etc..)

_____

Other: _____

Students Who are Exempt from a Retention Conversation

In statute - **22-7-1207. Advancement - decision - parental involvement**:

- **The student is a student with a disability who is eligible to take the alternative statewide assessment, or the student is identified as having a disability that substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency.**
- **The student is a student with limited English proficiency ,as defined in section 22-24-103, and the student's significant reading deficiency is due primarily to the student's language.**
- **The student is completing the second year at the same grade level.**

Creating a READ Plan for ELLs

Read Plan for ELLs

http://www.cde.state.co.us/coloradoliteracy/ellandread

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Developing READ Plans for English Learners

If an English Learner is determined to have a significant reading deficiency, a READ plan must be developed.

- Given the unique language and literacy needs of English Learners, the department has created an example plan specific to English Learners.
- The sample READ plan for English Learners contains the required components of a READ plan which includes components for an individual English Language Development Plan.
- The sample READ plan for English Learners is an example, not a required template. **Districts can determine the format and the name of their plans.** The intent of the sample is to illustrate the areas of English language and literacy development a teacher should consider when planning instruction and intervention for English Learners.

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Required Components of a READ Plan

1. Specific diagnosed reading skill deficiencies.
2. Goals and benchmarks for the student to attain reading competency.
3. Type of additional instructional services and interventions that will be provided.
4. Scientifically or evidence based programming to be used.
5. The manner in which the student's progress will be monitored.
6. The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency.
7. Additional services the teacher deems available to accelerate the student's reading skills

READ Plan for English Learners Sample

Demographics

DATE INITIATED: Click here to enter a date. **Name:** Click here to enter text. **DOB:** Click here to enter text. **Gender:** Choose an item.
SASID: Click here to enter text. **School:** Click here to enter text. **Grade:** Choose an item. **Other Supports:** ☐G/T ☐IEP ☐I504 ☐Title 1

Language Proficiency Level: ☐NEP ☐LEP ☐FEP/Monitor **ELD Program**: ☐ESL Program ☐ Bilingual Program

Yrs in ELD Program ☐1 ☐2 ☐3&up **Classroom Teacher** ELD Teacher:

Primary Language: Click here to enter text. US History: ___US schools ≤12 months ____Immigrant ≤3yrs ___Refugee ___Migrant ___Homeless

Qualifying CDE English Language Proficiency Assessment: **WAPT or most recent ACCESS:** Test Date: _____

___Listening CLP ____Reading CLP ____Writing CLP ____Speaking CLP ____**Literacy CPL** _____**Composite**

Screening Results

Select from pull down menu of approved Interim Assessments

Screening Assessment: Choose an item. SCORE: Click here to enter text. Comments: Click here to enter text.

Progress Monitory Probe Assessment: SCORE: Click here to enter text. Comments: Click here to enter text.

Diagnostic Results

Assessment: Choose an item. **Score:** Click here to enter text. **Comments:** Click here to enter text.

Assessment: **Score:** Click here to enter text. **Comments:** Click here to enter text.

Specific Early Literacy Skill Need

Indicate by area of priority 1-6 (1 = highest need)

Phonemic Awareness: Choose an item. Phonics: Fluency: Vocabulary: Oral Language: Comprehension:

READ Plan Goal(s) for EL students

List the goals in order of priority and align objectives for progress monitoring to the outlined goals

Language Development GOAL: Click here to enter text.

Literacy GOAL: Click here to enter text.

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READ Plan for English Learners Sample

Progress Monitor**

This section would match your specific skill need and would correlate to the goals developed for the student. ***We would recommend using the Read Act minimum reading skill competencies* aligned to the Language Proficiency Level according to the WIDA CAN DO Descriptors. Attach Can Do Descriptors Student Profile Chart.

Select One: A) Oral Language B) Vocabulary C) Phonemic Awareness D) Phonics E) Comprehension F) Fluency

ELD DOMAIN Selected: Speaking, Listening, Reading or Writing

ELD/LIT Objective (s)	PM1 DATE	Level	Comments	PM2 DATE	Level	Comments	PM3 DATE	Level	Comments
• Create a Content and Language Objective/ MPI	Click here to enter a date.	Click here to enter text.	Describe student's response as evidence by PM tool data dynamic.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Select One: A) Oral Language B) Vocabulary C) Phonemic Awareness D) Phonics E) Comprehension F) Fluency

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Select One: A) Oral Language B) Vocabulary C) Phonemic Awareness D) Phonics E) Comprehension F) Fluency

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READ Plan for English Learners Sample

ELD Instructional Accommodations: In order to assist this student to achieve grade-level academic English proficiency as soon as possible, the following instructional accommodations are provided by all teacher(s) in all tiers of instruction, as checked:

Selected	ELD Instructional Accommodation	Selected	ELD Instructional Accommodation
	Sequencing with pictures / words /sentences		Refer to CDE ELL Accommodation Guide
	Thinking Maps or other graphic organizers		Also refer to WIDA's RtI2 for Social Cultural Factors
	Provide word banks		
	Visuals, realia, and demonstrations		
	Peer buddy *(Offer support, not running translation)*		
	Cooperative Group Structures: Think Pair Share, Flexible Grouping		
	Shorten spelling lists/fewer words		
	Provide sentence frames		
	Use simpler or familiar texts - Lexile Level _____		
	Alternative readings /ELD reading program		
	Writing assignments aligned to WIDA Writing Rubric/Can Do Descriptors		
	Translation dictionary (word to word dictionary)		
	Provide copy of class notes with headers and visuals		
	Audiotapes/CDs for high frequency words, stories, etc.		Other:
	Native Language Support		

Additional Reading Services / Reading Interventions: Tier I, Tier II and Tier III

The information listed below is designed to help develop reading proficiency and are above and beyond CORE instruction.

Level of Interventions: Choose an item. Intervention Program: Choose an item.If "Other" was selected please describe: Click here to enter text.

Universal Program: Select the Core program the student is receiving for reading instruction

Universal Program: Choose an item.

If "Other" was selected please describe: Click here to enter text.

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READ Plan for English Learners Sample

Family Component (link to talking points)

To include family members in the development of the READ plan strategies must be given to implement at home that will supplement the services received at school.

PARENT COMMUNICATION:

DATE	Initial Communication	Comments	DATE	Communication	Comments	Date	Communication	Comments
Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.
PM1 DATE	Communication	Comments	PM2 DATE	Communication	Comments	PM3 Date	Communication	Comments
Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.

Classroom Teacher: _____ Signature: _____ Date: _____

ELD Teacher: _____ Signature: _____ Date: _____

Administrator: _____ Signature: _____ Date: _____

Parent Acknowledgement of School's Language Development Plan: Date: _____

Parent Name: _____ Parent Signature: _____

Supplemental Services

Identify any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

TYPE OF SERVICE: Choose an item. FREQUENCY OF SERVICE: Click here to enter text.

HOW THE SERVICE WILL ACCELERATE READING SKILL DEVELOPMENT: Click here to enter text.

READ ACT I

How was per-pupil funding used for this student, indicate as many as apply to the student.

Summer School: ☐ Full day kindergarten: ☐ Approved Intervention: ☐ Tutoring (beyond school hours): ☐

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Writing READ Plan Goals and Objectives

Minimum Reading Skill Competencies:
Section 5.0 of the Rules for Administration for the Colorado READ Act

Link to the competencies broken down by grade level:
Supplemental Resource in the Cycle of Instruction Webinar
http://www.cde.state.co.us/coloradoliteracy/professionaldevelopmentopportunities

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READ Act Minimum Skill Competencies: Kindergarten to Third grade Vertical Articulation

5.01 Kindergarten Minimum Reading Competency Skill Levels:	5.02 First Grade Minimum Reading Competency Skill Levels.	5.03 Second Grade Minimum Reading Competency Skill Levels.	5.04 Third Grade Minimum Reading Competency Skills.
Set forth below are the Minimum Reading Competency Skill Levels based on the Colorado Academic Standards that must be attained by the end of the year that have a significant correlation to reading on grade level. Throughout the school year, the teacher must collect a body of evidence in order to determine whether the student demonstrates mastery of the following skills.			
(B) Phonemic Awareness.	(A) Phonemic Awareness.	(A) Phonemic Awareness.	(A) Phonemic Awareness.
5.01 (B) (1) Blend and segment the onset and rime of single syllable spoken words;	5.02 (A) (1) Orally produce single-syllable words by blending sounds, including blends;	5.03 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.	5.04 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.
5.01 (B) (2) Identify phonemes for letters;	5.02 (A) (2) Segment spoken single-syllable words into their complete sequence of individual sounds;		
5.01 (B) (3) Identify the initial, medial, and final phoneme of spoken words	5.02 (A) (3) Distinguish long from short vowel sounds in spoken single-syllable words.		
5.01 (B) (4) Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words			
5.01 (B) (5) Add or substitute individual sounds in simple, one-syllable words to make new words.			

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Student 1 - BOY Kindergarten

- **Interim Assessment**
  - Phonological and decoding deficits

- **Diagnostic Assessment**
  - Phonological Awareness was solid
    - Sentences, Word, Rhyme, Onset-Rime
  - Phonemic Awareness
    - Cannot isolate beginning, middle, or ending sounds of words
  - Alphabetic Principle
    - Cannot name all letters
    - Knows letter-sound correspondences for very few letters
  - Sight Words
    - Recognizes very few sight words

READ Act Interim Assessments: SRD Cut Scores Explanation

	Fall			Winter			Spring		
		SRD	Typical		SRD	Typical		SRD	Typical
Kinder garten	Composite	12	26	Composite	84	122	Composite	88	119
	FIRST SOUND FLUENCY	4	10	FIRST SOUND FLUENCY	19	30	LETTER NAMING FLUENCY;	<51	
	LETTER NAMING FLUENCY;	<9	16	LETTER NAMING FLUENCY;	<48	≥55	Phoneme Segmentation Fluency	24	40
				Phoneme Segmentation Fluency	9	40	Nonsense Word Fluency	14	28
				Nonsense Word Fluency	7	28			
1st Grade	Composite	96	113	Composite	99	130	Composite	110	155
	Phoneme Segmentation Fluency	24	40	Nonsense Word Fluency – Correct Letter Sound	32	43	Nonsense Word Fluency – Correct Letter Sound	46	58
	Nonsense Word Fluency – Correct Letter Sound	17	27	Nonsense Word Fluency – Whole Words Read	2	8	Nonsense Word Fluency – Whole Words Read	5	13
	Nonsense Word Fluency – Whole Words Read	0	1	Oral Reading Fluency – Words Correct	15	23	Oral Reading Fluency – Words Correct	31	47
				Oral Reading Fluency-Accuracy;	67%	78%	Oral Reading Fluency-Accuracy;	81%	90%
							Retell	0	15

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PA Objectives for Student 1

For ELs add ELD language function and scaffold aligned to language proficiency level

Goal 1: Increase phonemic awareness as determined by interim assessment .

Objective 1:

Non-EL: Identify the **beginning, middle & ending phonemes in single syllable words with 85%** *accuracy* within six weeks

EL: ACCESS Level 1

Sort and identify ***(language function) the beginning, middle & ending phonemes in single syllable words with 85% accuracy*** using manipulatives ***(language scaffold***).

(Example: Student touches colored blocks as they identify beginning, middle and ending sounds)

Instruction/Intervention

- What type of support will you provide this student?

  (30 minutes daily small group instruction with ELL teacher)
- What Scientifically-Based program do you have at your school that would address these goals and objectives?

  (I-READY or REACH Into Phonics)
- How will you progress monitor?

  (WIDA MODEL assessments or I-READY progress monitoring assessments)
- What parent activities can you suggest?

  (Parent Activities posted on EL page in English and Spanish)
- Is the student receiving any other services?

  (Tier I and II ELD support by EL teacher)

Writing READ plan Objectives for English Learners: Creating MPIs with the Minimum Skill Competencies

Writing READ plan Objectives for English Learners: Creating MPIs with the Minimum Skill Competencies

Documents Needed:

- **WIDA Can Do Descriptors**
- **Minimal Skill Competencies**
- **ELD Language Functions**
- **ELD Language Scaffolds**

Now You Try it:

1. Assume you have reviewed your diagnostic assessment data and have identified the minimal skill that needs additional instructional support.
2. Using the Minimum Skill Competencies Chart select the skill that you will use to write your objective. (write it on a white index card)
3. Identify the language proficiency level of the EL student by reviewing the WIDA Can Do Descriptors Chart for the student.
4. Select the *language function* appropriate that aligns with the Can Do Descriptor Level for the student. (write it on a green index card)
5. Select the *language scaffold* appropriate that aligns with the Can Do Descriptor Level for the student. (write it on a blue index card)

Example: READ Plan Objective

Progress Monitoring Objective:

Summarize ***main ideas and important details from a text***

(READ Act: Minimum Skill: Comprehension 3rd grade)

EL:

ACCESS Level 1:

Sort and identify ***main ideas and details from a text*** **using pictures**

ACCESS Level 3:

Summarize ***main ideas and details from a text*** **using sentence frames**

ELD Technical Assistance

ELL and READ web page on READ Act website:

http://www.cde.state.co.us/coloradoliteracy/ellandread

Contact:

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