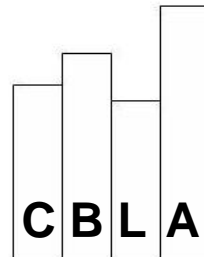


Colorado Basic Literacy Act



Colorado Basic Literacy Act



Colorado State Board of Education

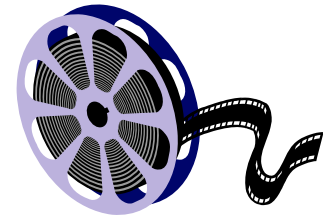
Rules for Administration

Amended May 13, 2004

The Importance of Reading

*We have a responsibility to **teach what matters most** to the increasingly diverse students who face us in our classrooms.*

- Strong, Silver and Perini



“The Need”

Today’s Outline:

Purpose of CBLA

Colorado Reading Achievement

Recent Changes to CBLA Rules

Proficiencies

Essential Components of Reading

Assessment in CBLA

CBLA Beyond 3rd Grade

What You Need to Know - Timeline

The Purpose of CBLA

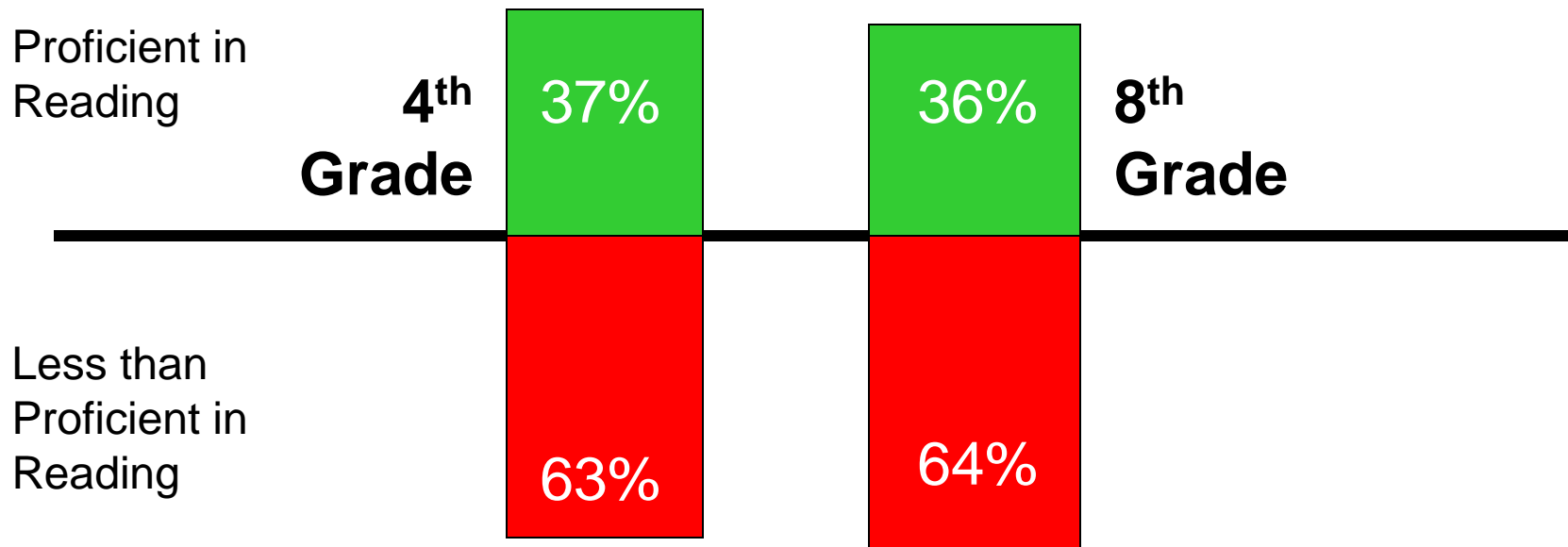
The Colorado Basic Literacy Act was enacted in 1997:

- To provide students with the literacy skills essential for success in school and life.
- To promote high literacy standards for all students in K - 3rd grade.
- To help all schools improve the educational opportunities for literacy and performance for all students.
- To ensure that all students are adequately prepared to meet Colorado's 4th Grade Reading Standards and Benchmarks (H. B. 93-1313).

Colorado Reading Achievement

NAEP Reading Results

Reading achievement of Colorado students on 2003 NAEP is an alarming 37% proficient in 4th grade and 36% proficient in 8th grade.

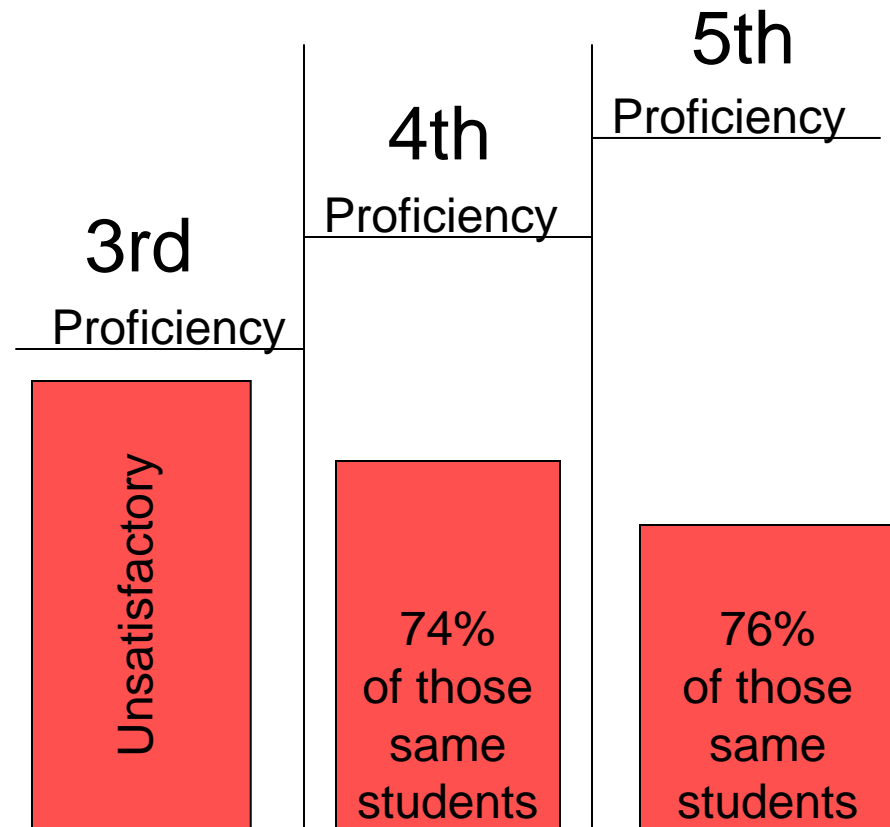


Colorado Reading Achievement

CSAP – Reading Achievement Gap

Of the students scoring “unsatisfactory” in 3rd grade (2002), **74% of the same students remained in the “unsatisfactory” category** in 4th grade (2003).

Of the 74% scoring “unsatisfactory” in 4th grade, nearly **76% of the same students remained in the “unsatisfactory” category** in 5th grade (2004).



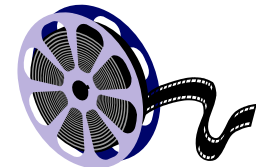
Research-based Practices

How do we use research to guide decisions about educational practices?

Scientific levels of evidence:

1. Plausibility – Does it make sense?
2. Association – Is there a correlation?
3. Research – Is there a treatment effect?

When there is a convergence of scientific evidence, the standard of care changes to reflect research findings.



Evidence-based

In education, we need a system for evaluating new evidence and changing our standard of education when appropriate.

Convergence of Research

- Spoken language is hard wired....

Reading is an acquired skill.

- Reading difficulties are not a developmental lag...

Reading difficulties are not outgrown.

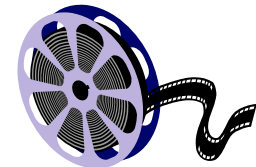
- By the time that students are identified in 3rd grade, they are too far behind....

It is very difficult to close the gap.

Convergence of Research

- Essential components of reading instruction include:

1. phonemic awareness,
2. phonics,
3. fluency,
4. vocabulary, and
5. text comprehension



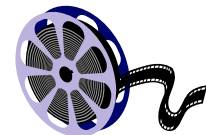
5 components

- Reading programs and interventions that will support all students learning to read include the following characteristics in instruction:

- ✓ systematic,
- ✓ explicit instruction,
- ✓ based on student data,
- ✓ in the 5 components of reading, and
- ✓ the relationships among these 5 components

CBLA Rules Changes

- The Colorado State Board of Education revised CBLA Rules to align with scientific research on reading:
 - ✂ Removed terminology that reflected theories not supported or disproved by current research
 - ✓ Increased expected levels of proficiencies to reflect early reading accomplishments that research has shown predict later reading success



Changes in CBLA

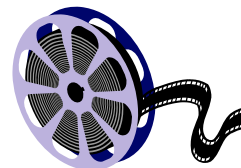
Removed:

- Stages of Reading Development

- Emergent Reading
- Early Reading
- Fluent Reading

- Cuing Systems

- Graphophonics
- Semantics
- Syntax



Cueing Systems

Changes in CBLA

Added:

- **Essential Components of Reading Instruction**
 - Text Comprehension
 - Phonemic Awareness
 - Phonics
 - Vocabulary
 - Fluency
- **Assessment**
 - Adequately Validated Scientific Standards
 - Screening Assessments
 - Progress Monitoring Assessments

Kindergarten CBLA Proficiencies

Kindergarten (1997)

- **Sense of story including:**
 - Tell a simple story with beginning, middle and end
 - Retell a known story in sequence
- **Concepts about print including:**
 - Handle books correctly
 - Understand directionality of print
 - Focus on word after word in sequence
 - Use pictures to predict print
 - Realize print carries meaning
- **Phonological and phonemic awareness including:**
 - Recognize patterns of sound in oral language
 - **Follow written text when read aloud**
 - **Hear and repeat initial sounds in words**
- **Some letter and word recognition including:**
 - **Know letters in their names**
 - **Recognize own name in print**
 - **Recognize the differences between numerals and letters**
 - **Recognize the difference between lower and upper case letters**

Key:

RED = Removed

BLUE = ADDED

Kindergarten (2004)

- **Sense of story including:**
 - Tell a simple story with beginning, middle and end
 - Retell a known story in sequence
 - **Listen to and comprehend a variety of genres**
 - **Generate a picture/written response to text listened to or read**
 - **Connect information and events in texts to life experiences**
 - **Identify characters, settings, and key events in a text**
- **Concepts about print including:**
 - Handle books correctly
 - Understand directionality of print
 - Focus on word after word in sequence
 - Use pictures to predict print
 - Realize print carries meaning
- **Phonological and phonemic awareness including:**
 - Recognize, **hear and produce** patterns of sound in oral language
 - **Identify, blend, and segment the phonemes of most one-syllable words**
- **Some letter and word recognition including:**
 - **Recognize and name all letters**
 - **Apply knowledge of letter-sounds to decode single syllable words**
 - **Know letter sounds**
 - **Read simple words including a few sight words**
- **Vocabulary including:**
 - **Talk about words and word meaning**
 - **Identify and sort common words within basic categories**
- **Fluency including:**
 - **Read orally simple text containing familiar word patterns**
 - **Express knowledge of words used in instruction such as prepositions, common nouns, verbs, and pronouns**

First Grade CBLA Proficiencies

First Grade (1997)

- **Understanding of text including:**
 - Use pictures to check meaning
 - Use prior knowledge to comprehend text
 - Retell in a logical, sequential order including some detail and inference
 - Make logical predictions
 - Monitor reading to make sure the message makes sense
- **Integration of cueing systems – graphophonics, syntax, and semantics - including:**
 - Recognize letters and know sound-symbol relationships (graphophonics)
 - Use the word attack skill of letter-sound relationships when reading (graphophonics)
 - Use sentence structure and word order to predict meaning (syntax)
 - Use background knowledge and context to construct meaning (semantics)

Key:

RED = Removed

BLUE = ADDED

First Grade (2004)

- **Understanding of text read aloud to or read by the child including:**
 - Use a range of strategies efficiently when construction meaning from text being listened to or read
 - Activate schema/background knowledge
 - Ask questions
 - Retell, summarize, and/or synthesize important information
 - Create mental images of places, characters, and events
 - Draw inferences
 - Use a variety of strategies to monitor and maintain comprehension
 - Read, comprehend, and listen to a range of genres, narrative texts and expository texts
 - Retell narrative text using characters, setting, and sequence of events
 - Retell expository text using main idea and some supporting details
 - Generate a written or oral response to what has been read
 - Connect information and events in texts to life experiences
- **Phonemic awareness including:**
 - Use onset and rime to create new words that include blends and digraphs
 - Hear and identify initial, medial, and final sounds of a given word
 - Hear the similarities of sounds in words and rhythmical patterns in a sequence
 - Recognize alliteration
- **Letter and word recognition including:**
 - Recognize and apply knowledge of letter-sound relationships, including consonants, consonant blends, digraphs, common short and long vowel patterns to decode words
- **Vocabulary including:**
 - Demonstrate a reading vocabulary of 300-500 words, including sight words and one and two syllable words
 - Use sentence structure and background knowledge to understand word meanings
 - Understand and generate vocabulary specific to content
- **Fluency including:**
 - Read orally grade level materials, attending to phrasing, intonation, and punctuation

Second Grade CBLA Proficiencies

Second Grade (1997)

- **Understanding of texts including:**
 - Gain meaning from a variety of print, such as lists, letters, rhymes, poems, stories, and expository text
 - Use a variety of comprehension strategies before, during, and after reading
- **Integration of cueing systems while reading a wider variety of increasingly difficult text including:**
 - Use the word attack skills to read new and unfamiliar words (graphophonics)
 - Use sentence structure, paragraph structure, and word order to predict meaning (syntax)
 - Use and integrate background knowledge, experience, and context to construct meaning (semantics)

Key:

RED = Removed

BLUE = ADDED

Second Grade (2004)

- **Efficient use of a range of strategies when constructing meaning from text including:**
 - Activate schema/background knowledge
 - Determine importance of information
 - Ask questions
 - Retell, summarize, and/or synthesize important information
 - Create mental images of places, characters, events, and places
 - Draw inferences
 - Use a variety of strategies to monitor and maintain comprehension
 - Read, comprehend, and listen to a range of genres, narrative texts and expository texts
 - Retell narrative text using characters, setting, and sequence of events
 - Retell expository text using main idea and some supporting details
 - Generate a written or oral response to what has been read
 - Connect information and events in texts to life experiences
 - State the purpose for reading
 - Interpret information from simple diagrams, charts, and graphs
 - Read and follow simple written directions
- **Phonemic awareness including:**
 - Use knowledge of blending, segmenting, and manipulating phonemes in one or more syllable words
 - Identify the presence of word endings
 - Recognize alliteration
- **Letter and word recognition including:**
 - Recognize and use knowledge of letter-sound relationships, including diphthongs, common vowel patterns, and common word endings to decode unknown words
 - Demonstrate a reading vocabulary of 1,000 words, including sight words and multisyllable words
- **Vocabulary including:**
 - Use sentence structure and background knowledge to understand word meanings
 - Understand and generate vocabulary specific to content
- **Fluency including:**
 - Orally read grade level materials attending to phrasing, intonation, and punctuation
 - Adjust reading pace to accommodate purpose, style, and difficulty of text

Third Grade CBLA Proficiencies

Third Grade (1997)

- **Understanding of the text including:**
 - Adjust reading pace to accommodate purpose, style, and difficulty of material
 - Summarize text passages
 - Apply information and make connections from reading
- **Integration of cueing systems including:**
 - Use the word attack skills to read new and unfamiliar words (graphophonics)
 - Use sentence structure, paragraph structure, text organization and word order (syntax)
 - Use and apply background, experience, and context to construct a variety of meanings over developmentally appropriate complex texts (semantics)
 - Use strategies of sampling, predicting, confirming, and self-correcting quickly, confidently, and independently (graphophonics, syntax, and semantics)

Key:

RED = Removed

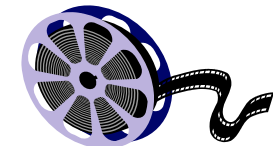
BLUE = ADDED

Third Grade (2004)

- **An understanding of the text including:**
 - Use a range of strategies efficiently when constructing meaning from text
 - Retell, summarize, and/or synthesize important information
 - Apply information and make connections from reading
 - Activate schema/background knowledge
 - Determine importance
 - Ask questions
 - Create images
 - Draw inferences
 - Use a variety of strategies to monitor and maintain comprehension
 - Read and understand a wide range of genres
 - Retell narrative text using characters, setting, and sequence of events
 - Retell expository text using main idea and some supporting details
 - Generate a response to reading citing examples from text
 - Connect information and events in texts to life experiences
 - State the purpose for reading
 - Interpret information from simple diagrams, charts, and graphs
 - Read and follow simple written directions
 - Summarize text passages
 - Understand literary elements
 - Compare one text to another
- **Letter and word recognition including:**
 - Apply knowledge of letter-sound relationships and syllable spelling patterns to decode words in order to comprehend connected text
- **Vocabulary including:**
 - Understand vocabulary essential to text
 - Understand and generate vocabulary specific to content
 - Use a range of strategies (e.g., context, prefixes, suffixes, roots)
 - Use a range of resources (e.g. reference guides)
 - Recognize common prefixes, suffixes, and roots in multisyllabic words
- **Fluency including:**
 - Read grade level materials attending to phrasing, intonation, and punctuation
 - Read silently and often for extended period of time
 - Adjust reading pace to accommodate purpose, style, and difficulty of text

CBLA Proficiencies

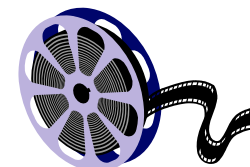
- Proficiencies for each grade level provide performance indicators to determine that a student is competent at reading and gaining meaning from grade level text.
- The Rules for *CBLA* reflect a **sampling** of performance indicators; they do not include a comprehensive list of **all** necessary reading skills.
- Grade level proficiencies act as a **continuum of skills** and performance indicators from K - 3rd grade.
- If students are not proficient at grade level, earlier grade level performance indicators need to be assessed and interventions need to begin at the earliest level of proficiency.
- As a result, ***continuity in literacy instruction*** is maintained throughout the grades.



Systematic with
Feedback

Phonemic Awareness

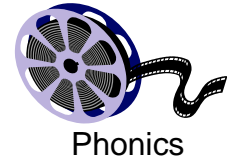
- The ability to notice, think about, and manipulate individual sounds in spoken words.
- Children must understand that words are made up of speech sounds, or phonemes.
 - ✓ The smallest parts of sound in a spoken word that make a difference in the words meaning (/h/ vs. /k/ in “hat” and “cat”)
- Children who cannot hear the work of phonemes have difficulty learning to relate these sounds to letters when they see them in written words.



Phonemic
Awareness

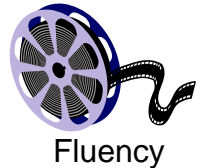
Phonics

- Phonics instruction teaches children the relationships between the letters of written language (graphemes) and the individual sounds (phonemes) of spoken language.
- These letter-sound relationships help children learn and use the alphabetic principle in words
 - ✓ Recognize familiar words
 - ✓ Decode new words
- Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.



Fluency

- Fluency is the ability to read a text accurately and quickly – recognizing words automatically
- Readers must be able to divide the text into meaningful chunks or phrases.



More Fluent Readers

- ✓ Focus their attention on making connections among ideas and their background knowledge.
- ✓ They are able to focus on comprehension

Less Fluent Readers

- ✓ Must focus attention primarily on decoding individual words.
- ✓ Therefore, they have little attention left for comprehension

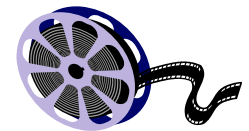
- Fluency is not a stage of development but rather changes depending on the familiarity with the words and amount of practice with reading text.

Vocabulary

- Oral and reading vocabulary are necessary for comprehension.
- Readers cannot understand what they are reading without knowing what most of the words mean.
- More advanced text, requires students to learn the meaning of new words that are not part of their oral vocabulary
- Children learn word meanings indirectly in three ways:
 - ✓ Engage in daily oral language
 - ✓ Listen to adults read to them
 - ✓ Read extensively
- Children learn vocabulary directly through explicit instruction in:
 - ✓ Specific word meanings with opportunities for application
 - ✓ Using dictionaries and other reference aids to gain meaning
 - ✓ Using word parts, affixes, base words and roots, to gain meaning
 - ✓ Using context clues to gain meaning

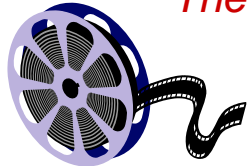
Text Comprehension

- As they read, good readers are both purposeful and active:
 - ✓ Gather information, find out “how to” or read for entertainment.
 - ✓ Think actively as they read making sense of what they read.
- Text comprehension can be improved using explicit instruction that helps readers use specific text comprehension strategies.
- Students who are good at monitoring their text comprehension know when they understand what they read and when they do not.
- Comprehension monitoring instruction teaches students to:
 - ✓ Be aware of what they DO understand,
 - ✓ Identify what they do NOT understand, and
 - ✓ Use appropriate “fix-up” strategies to resolve problems in understanding



Comprehension

CBLA Assessment:



Success using a
Strategic Plan

“The good news is that we now have tools to reliably identify the children who are likely destined for early reading failure.” -- Torgesen, 2004

1. Body of Evidence for district use
2. State-required outcome measures
3. State-required reporting

[Link to “Assessment Guidelines” Document](http://www.cde.state.co.us/action/CBLA)

<http://www.cde.state.co.us/action/CBLA>

Body of Evidence for District Use

School Districts are responsible for:

- Assessing all students grades K-3 annually in order to:
 - Inform reading instruction
 - Provide information about student growth
 - Yield information about students' proficiency levels

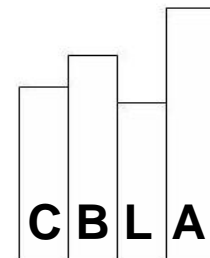
- Selecting assessments based on SBE criteria:
 - Align with state and local standards
 - Align with the five components of reading
 - Include multiple measures over time
 - Include a variety of text structures, response formats and administrative procedures
 - Be supported by adequately validated accepted scientific standards - which means they are technically valid and reliable.

State Required Outcome Measures

- School districts are required to participate in the Colorado Statewide Assessment Program (CSAP).
- The 3rd grade reading CSAP is a State Board approved outcome measure of 3rd grade reading proficiency.
- The 4th – 10th grade reading CSAPs are the outcome measures used to determine reading proficiency in those grades.

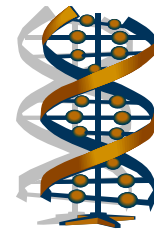
State Required CBLA Reporting

- 1) Who is on an ILP K-3?
Who is on an ILP and IEP?
Who is on an ILP and CSAP-A eligible?
- 2) Who has demonstrated two or more years of growth in one year?
- 3) Who continues to be on an ILP in any of the 4th – 10th grades?



CBLA Beyond 3rd Grade

- Grade level proficiency in 4th-10th grade is measured by CSAP.
- CSAP assessment frameworks are a sampling of skills that demonstrate proficiency.



Frameworks

- Students who are not proficient on CSAP should be assessed in the five essential components of reading to determine the foundational skills needed and develop an appropriate intervention plan (ILP).

[Link to Foundational Skills Checklist](http://www.cde.state.co.us/action/CBLA)

What You Need to Know

Now

- **2005 Reporting remains the same as 2004**
- Use new K-3 proficiencies (5 components) in determining students on ILPs and designing interventions
- Begin to determine assessment needs and plan appropriate funding resources

Spring - CDE will provide:

- Technical standards for evaluating assessments
- A resource bank with assessment and intervention ideas and reviews
- A process for the 2006 state's end-of-year reporting

Next - (Beginning Fall 2005)

- Administer district-selected assessments
- Incorporate new K-3 proficiencies (5 components) into ILPs and provide appropriate interventions

[Link to "What You Need to Know" Document](http://www.cde.state.co.us/action/CBLA)

<http://www.cde.state.co.us/action/CBLA>

Further Questions?

Colorado Department of Education
Office of Learning and Results

Please visit the official CBLA website:

<http://www.cde.state.co.us/action/CBLA>

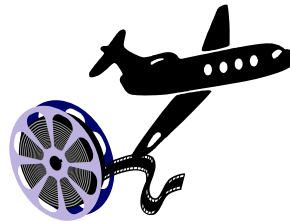
All attached documents as well as contacts for future questions you may have are available on the CBLA webpage.

***Please complete the Training Evaluation in your handouts.
Thank you.***

In Conclusion...

We all take great pride in what we do and our efforts to improve....

Have you ever heard the saying:
“It’s like changing the wheels on the bus while racing down the highway?”



Here’s another...

Video Tape References

- National Reading Panel (April, 2002). Teaching Children To Read, Second Edition.
- Colorado Department of Education (2002). Colorado Literacy First: A K-3 Literacy Initiative For Colorado Schools.
- Colorado Department of Education (2003) Establishing an Effective Reading Program.
- United States Department of Education - WETA (2002) Reading Rockets: Launching Young Readers. A series of five video tapes:
 - 1 – The Roots of Reading
 - 2 – Sounds and Symbols
 - 3 – Fluent Reading
 - 4 – Writing and Spelling
 - 5 – Reading for Meaning
- Wright Group/McGraw-Hill (2002) Questioning the Author: An Overview.

Other Web Resources

- Institute for the Development of Educational Achievement (IDEA) with the University of Oregon
http://reading.uoregon.edu/big_ideas/trial_bi_index.php
- National Institute of Health – NICHD – Reading Research: From Research to Practice
<http://www.nichd.nih.gov/reading.htm>
- American Federation of Teachers (AFT) – The American Educator (Fall, 2004)
http://aft.org/pubs-reports/american_educator/issues/fall04/index.htm
- Florida Center for Reading Research - The Science of Reading
<http://www.fcrr.org/science/science.htm>



We would like to thank our video sources:

Questioning the Author: an Overview (VHS). United States: Wright Group/McGraw-Hill/Beck, McKeown, Hamilton and Kucan. (2002).

Teaching Children to Read, 2nd Edition (VHS). Washington, DC: National Institute of Child Health and Human Development, NIH, DHHS (2000).

Colorado Reading First: A K-3 Literacy Initiative for Colorado Schools. Denver: Colorado Department of Education.