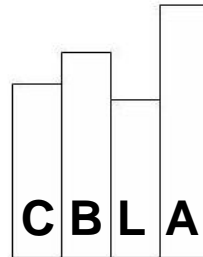


Colorado Basic Literacy Act



Colorado Basic Literacy Act



Colorado State Board of Education

Rules for Administration

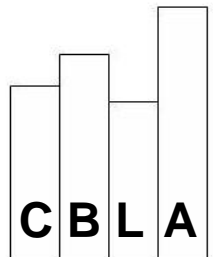
Amended May 13, 2004

January 2006 Presentation

The Purpose of CBLA

The Colorado Basic Literacy Act was enacted in 1997:

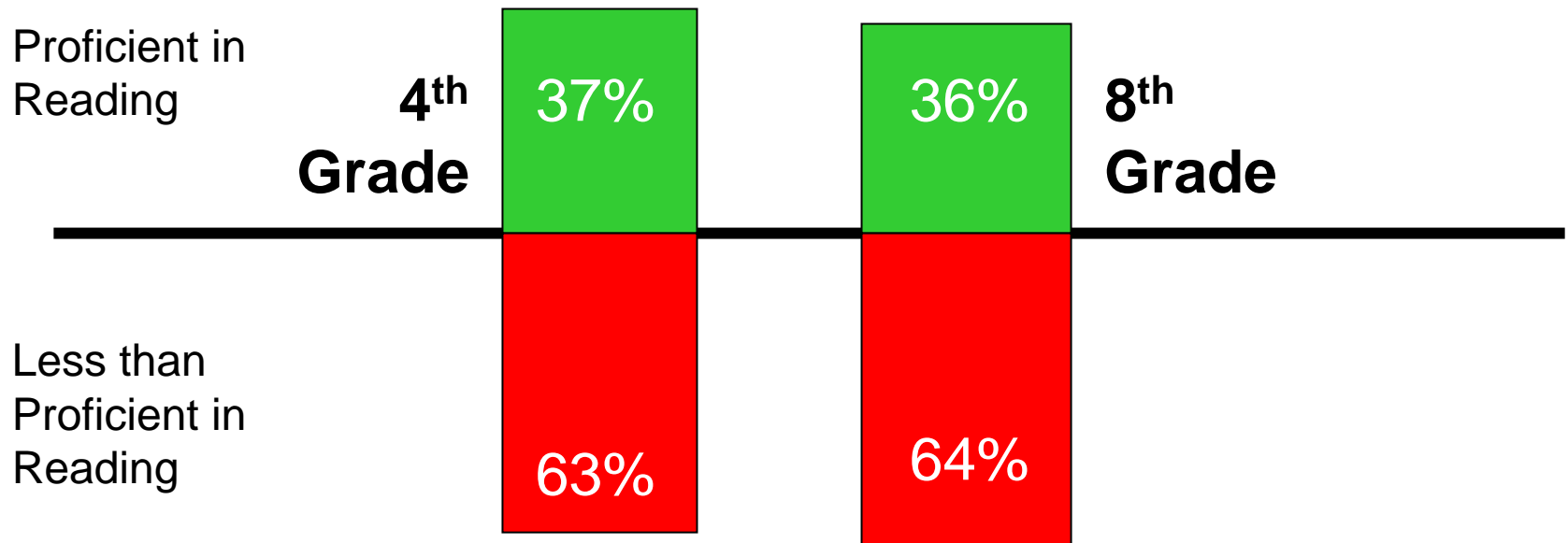
- To provide students with the literacy skills essential for success in school and life.
- To promote high literacy standards for all students in K - 3rd grade.
- To help all schools improve the educational opportunities for literacy and performance for all students.
- To ensure that all students are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



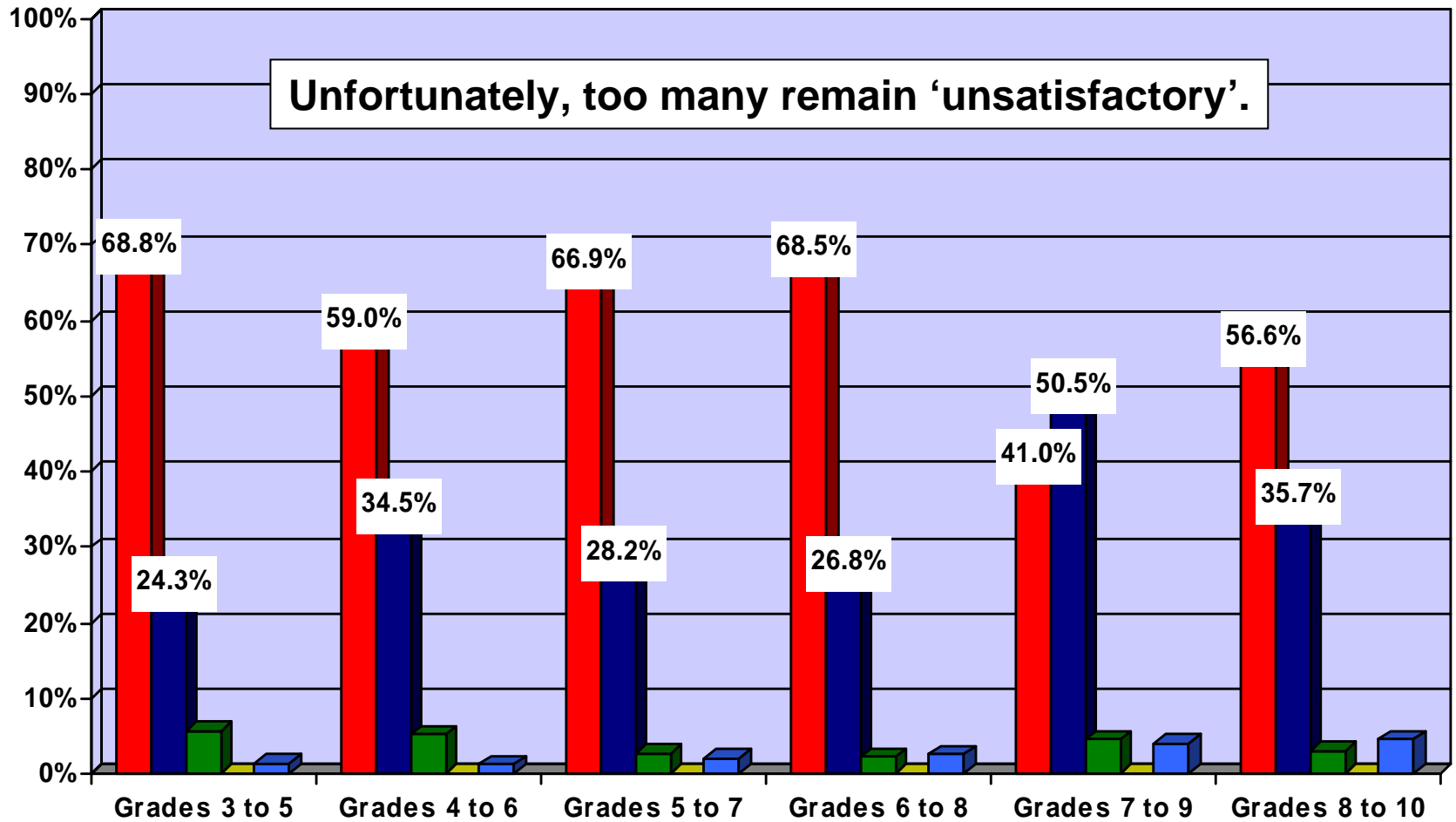
Colorado Reading Achievement

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.



What happened to the 2003 students scoring 'unsatisfactory' on the Reading CSAP after two more years in school?



■ Unsatisfactory 05
 ■ Partially Proficient 05
 ■ Proficient 05
 ■ Advanced 05
 ■ No Scores 05

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

- 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
- Cueing Systems
 - Graphophonics
 - Semantics
 - Syntax

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

BOLD = Stayed the same

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

BOLD = Stayed Same

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

BOLD = Stayed Same

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

BOLD = Stayed Same

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.

1. Phonemic Awareness

- The ability to notice, think about, and work with the individual sounds in spoken words.
- They 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 graphemes when they see them in written words.

2. Phonics and Word Analysis

- 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.
- In addition to letter-sound correspondence, poor decoders need instruction in the structure of the English language, the rules governing the combination of letters and syllable patterns and the meaningful parts, such as affixes and roots, that make up multisyllable words.

3. 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.

4. Vocabulary

- Oral and reading vocabulary are both necessary for literacy achievement.
- 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.
- Scientific research reveals that most vocabulary is learned indirectly and some must be taught directly.
- Children learn word meanings in three ways:
 - ✓ Engage in daily oral language
 - ✓ Listen to adults read to them
 - ✓ Read extensively

5. 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

Body of Evidence

Body of Evidence: A collection of data about a student which, when seen in its entirety, documents a student's performance level.

A District's Body of Evidence for CBLA includes:

- Assessing all students grades K-3 annually in order to:
 - Inform reading instruction
 - Provide information about student growth
 - Yield information re: student proficiency
- Monitoring the progress of students on ILPs by reassessing at least each semester and continuing with the ILP until the student is reading at or above grade level
- 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.

Body of Evidence

Purposes of assessment required for CBLA:

- Screening: To identify who needs to be placed on ILPs based on needs related to specific grade level proficiencies
 - Screening to determine students who are at grade level
 - Diagnostic screening of students who are not at grade level to determine which of the 5 foundational components of reading require intervention
- Progress Monitoring: To monitor progress of students who are on ILPs
 - Assess frequently to monitor progress in the areas of intervention
 - Use progress monitoring data to adjust type and intensity of intervention
- End-of-Year Proficiency: To assess proficiency levels at the end of grades K-3
 - May be used to screen for students who are not at grade level

Individual Literacy Plans

School Districts are responsible to:

- Formulate an ILP for students below the level established by the state board for students at that grade with:
 - Parents
 - Teacher
 - School Administration
 - The ILP shall included:
 - Sufficient in-school instructional time for the development of the student's reading readiness or literacy and reading comprehension skills
 - An agreement by the student's parents to implement a home reading program to support and coordinate with the school
 - If necessary, placement of the student in a summer reading tutorial program
 - An ILP may be incorporated into:
 - The Individual Education Program of students receiving special education
 - The Language Acquisition Plan of students who are English language learners
- *Note: The ILP and these other plans serve different purposes. If they are combined, the district is responsible for ensuring that the intent of each of the plans is met.**

CBLA Beyond 3rd Grade

CBLA legislation (22-7-501) speaks only to what is required for students who are permitted by the school district to pass from 3rd grade to 4th grade and are not reading at or above grade level - Identifying and addressing the needs of other students in the 4th - 12th grades is the responsibility of the local district and is not governed by CBLA.

Additionally,

Education Reform legislation (22-7-407) requires district's to develop a plan for revising curriculum and programs of instruction to align them with adopted content standards and to ensure that each student will have the educational experiences needed to achieve the adopted content standards.

CBLA Beyond 3rd Grade

- The reading comprehension levels established by the state board for 4th-10th grades are measured by CSAP. The CSAP assessment frameworks contain a **sampling** of skills that demonstrate proficiency in reading comprehension at each grade level much like the CBLA proficiencies in the CBLA Rules for K-3.
- For those students required by CBLA to be on an ILP 4th – 12th grades, CSAP reading proficiency would provide initial screening information. Students who are not proficient at grade level on CSAP require additional assessment in the 5 essential components of reading to determine the foundational skills needed and develop an appropriate intervention plan (ILP).

CBLA Beyond 3rd Grade

Colorado's
Standards

CSAP Reading Assessment Framework

Grade 4

ASSESSMENT FRAMEWORK – defines what will be assessed on the State paper and pencil, standardized, timed assessment (Colorado Student Assessment Program - CSAP). This document is organized as follows:

Standard 1	Students read and understand a variety of materials.	
Assessment Objectives	a	Use a full range of strategies to comprehend a variety of texts, such as non-fiction, rhymes, poems, and stories
	b	Summarize long text passages.
	c	Identify supporting details and main idea.
	d	Draw inferences using contextual clues.
	e	Identify sequential order in expository text.
	f	Set a purpose for reading.
	g	Use bold print, italics, titles, sub-titles, quotations, and underlined words to comprehend text.
	h	Use word recognition skills and resources (for example, phonics, context clues, picture clues, reference guides, roots, prefixes and suffixes of words) for comprehension.

State Required CBLA Reporting

CBLA Status

0 = Not Required by CBLA (PK, 4-12 not on ILP)

1 = Student at or above grade level in reading

2 = student is on an ILP

3 = Took CSAP A or is eligible for CSAP A (K-2)

Made two or more years of growth in one year

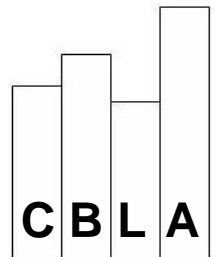
0 = No / Not Applicable

1 = Yes

4th grade and up who continue to be on an ILP since 3rd grade

0 = No / Not Applicable

1 = Yes



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>

