

Contact Info



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CDE News and Announcements

Release of the Colorado Framework for Writing Instruction

The Colorado Framework for Writing Instruction is intended to support district- and school-level leaders in facilitating conversations to develop a research-based framework toward the teaching of writing. The framework begins with a lean toward examining the beliefs around writing, in general, and teaching writing, in particular. Because of the complexity and the unique demands inherent in the teaching of writing, it is important for district and school leadership to bring to the surface the beliefs that teachers hold. The result is to identify, and develop, if necessary, shared beliefs that teachers hold regarding the teaching of writing and align those beliefs with research and evidence-based practices that support the effective teaching of writing.

[To access the framework, visit the Colorado Framework for Writing Instruction webpage.](#)

Release of the READ Plan Guidance for Students in Grades 4-12

What happens if a student enters into the fourth grade and cannot read grade-level texts with ease, demonstrate understanding of grade-level material, and/or think critically as asked in the Colorado Academic Standards for Reading, Writing, and Communicating? What happens if the same student has been identified as having a Significant Reading Deficiency (SRD) and is subsequently placed on a READ plan prior to leaving third grade? What does it mean when a student in grades 4-12 is on a READ plan?

CDE has created and released guidance to support the reading proficiency of students who remain on READ plans in grades 4-12,

[To access the guidance, visit the READ Plan Guidance for Students in Grades 4-12 webpage.](#)

CDE Literacy Conversations and Webinars

Monthly Literacy Conversations on the Colorado Framework for Writing Instruction

The Reading, Writing, and Communicating Content Specialist in the *Office of Standards and Instructional Support* will host a monthly virtual conversation outlining a different aspect of the framework and the process districts and schools can take to create their own writing framework through research and evidence-based practices. The conversations will focus on and answer the following question:

1. What is the Colorado Framework for Writing Instruction?
2. Why do we need a framework for writing in Colorado?
3. How does each component of the framework's organizational structure intersect and make for a comprehensive and systematic approach to writing and writing instruction?

Conversations will examine beliefs around writing, in general, and teaching writing, in particular. Participants will create a framework within their local context through research and evidence-based practices that speak to the write-read connection, the systems and structures that should be in place to effectively impact both student and teacher outcomes in the implementation of high-quality writing instruction.

[For more information, visit the Monthly Literacy Conversation webpage.](#)

Monthly Literacy Conversations to Support Secondary Students on READ Plans in Grades 4-12

The Reading, Writing, and Communicating Content Specialist in the *Office of Standards and Instructional Support* will host a monthly virtual conversation examining the newly released guidance to support secondary students who remain on READ plans past third grade. The conversations will focus on the following aspects of the guidance:

1. Writing READ plans for students in grades 4-12.

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2. Goal setting and progress monitoring in grades 4-12.
3. Collecting a body of evidence to exit a student from a READ plan in grades 4-12.
4. Types of effective assessments in grades 4-12.

[For more information, visit the Monthly Literacy Conversation webpage.](#)

Live READ Act

199 and SB22-004). The **Office of Elementary Literacy and School Readiness** will host monthly live informational webinars to provide updates on the READ Act teacher and school administrator trainings.

[For more information on the Teacher Training Informational and Principal/Administrator Webinars, visit the READ Act webpage.](#)

The Science of Reading Literacy Series

The Elementary Literacy and School Readiness office at CDE is developing a series of turnkey professional development options for districts to use to support implementation of evidence-based practices in the Science of Reading. The Science of Reading Literacy Series begins with a focus on seven instructional routines that address each of the components of literacy and oral language.

[For more information, visit the Science of Reading Literacy Series webpage.](#)

Upcoming Conferences

The 56th Annual CCIRA Conference on Literacy will be held at the Westin Westminster on February 7th-10th. This year's conference theme is *Branching Out, Staying Rooted*. The conference offers a balance of sessions that will encourage teachers to explore their beliefs, but also challenge them to branch out - try new things, explore a new perspective, or reach their audiences just that much better.

[For more information or to register, please visit the CCIRA website.](#)

The 2024 Teaching and Learning CoLabs

In cooperation with the [Northeast BOCES](#) and [Northeastern Junior College](#), the 2024 Teaching and Learning CoLab will be held in Sterling on May 29-30. Mark your calendars. Registration details will be forthcoming.

Secondary Literacy Resources

Providing Reading Interventions for Students in Grades 4-9

[Institute of Education Sciences What Works Clearinghouse](#)

Published in March 2022, this practice guide for educators distills the body of research into a series of instructional recommendations based on evidence for effectiveness. Each recommendation is accompanied by specific steps for carrying out the recommendation, notes potential obstacles for implementation and provides expert advice from the panel. The practice guide provides not only instructional guidance, but also key information that can support schools and teachers to analyze current programming and practices within their system for older struggling readers.

Secondary Reading - Implementing High-Leverage Practices | 2022 Literacy Symposium PaTTAN

The brilliant Dr. Anita Archer hosts this webinar for the 2022 PaTTAN Literacy Symposium focused on high-leverage practices for secondary reading. This webinar is full of explicit examples and tips that can be put into action immediately to support all readers, but particularly students who continue to struggle with reading beyond the early grades.

Screening for Reading Problems in Grades 4-12 RTI Action Network ([rtinetwork.org](#))

Schools frequently ask what assessments they can use for assessing reading in the upper grades. This article provides helpful information for schools or teachers who wish to provide appropriate reading instruction, implement a screening process to identify struggling readers and identify the right assessments to use in this process. The article includes examples of assessment measures that can be used to identify specific reading problems.

Assessments to Guide Adolescent Literacy Instruction

[Center on Instruction \(\[centeroninstruction.org\]\(#\)\)](#)

Another useful resource from the Center on Instruction is this guide focused on assessments for adolescent literacy. Its contents include a comprehensive system for adolescent literacy, formative assessments to guide instruction and challenges to using assessments for instruction with adolescents.