



“One child, one teacher, one book, one pen can change the world”

Malala Yousafzai

Standards and Instructional Support Office: 2020 CAS Implications

The Colorado Academic Standards (CAS) identify student expectations for year-end mastery of the skills and knowledge in each discipline. As we consider these student outcomes, it is our priority to increase educator awareness of the instructional implications inherent in the Standards. Educator behavior both precedes and impacts student behavior; therefore, it is prudent that educators become deliberate in their planning and implementation of effective classroom practices to achieve the desired student learning outcomes.

The February release of the 2020 CAS Professional Learning Modules 7-11 are designed for both educators and leaders to become more intentional in curricular decisions by helping them strategically and methodically assess the alignment of their current curriculum to the 2020 CAS.

Module 7: Introduction to Modules 8-11

Module 8: Mapping the 2020 CAS to Curriculum

Module 9: Digging In: What would you teach if you had no textbook?

Module 10: Identifying the Gap in Curriculum

Module 11: Planning to Fill the Gaps

2020 RWC CAS: Early Literacy Focus

The importance of developing a strong foundation in early literacy cannot be refuted.

Evidence Outcomes in Standard 1: Oral Expression and Listening and in Standard 2: Reading for All Purposes marked with an asterisk (*) are the **minimum competencies identified in the READ Act**. The Standards, as represented by the minimum skills competencies, move students

through the foundational skills to establish the strong foundation for proficient readers in phonemic awareness, phonics, fluency, and vocabulary.

Ultimately, **the end goal** is for readers to be able to comprehend texts of varying levels of complexity, and then, in the later grades, in all content areas.

Teachers of reading in elementary schools should teach students academic language skills, develop awareness of the segments of sound, teach students to decode words and analyze parts, and ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

READ Act 101

The 2012 Colorado Reading to Ensure Academic Development Act (READ Act), focuses on early literacy development for **all students** in K-3, especially students at risk to not read at grade level by the end of third grade. Students are assessed for reading skills, and those who are not reading at grade level are given individual READ Plans.

For successful implementation of the READ Act, it is vital to understand and consider the following about early literacy:

- **Elemental Building Blocks:** Reading is an elemental building block to receive a quality education.
- **Prevention is Key:** The READ Act is a legislative priority. Specific funding is allocated to help struggling students.
- **Teacher Knowledge and Practice are Critical:** Educators must have a deep understanding of the art and science of reading to help every child become a lifelong reader.
- **It Takes a Community:** It takes collaborative partnerships between schools, educators, committees and families to improve literacy for all students.

NCTE, CCIRA, CLAS Notes

CCIRA: 52nd Annual Conference, February 6-9, 2019 at the Marriott Denver Tech Center.

Contact Info

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