



COLORADO
Department of Education

An Overview of
The Colorado READ Act
Schools of Choice Monthly Office Hours

Presenters:

- **Anji Gallanos**, Director, Early Literacy and School Readiness Office
- **Tammy Yetter**, READ Act Implementation Project Manager, Early Literacy and School Readiness Office

Why Does Colorado have the READ Act?



Colorado READ Act

A Key Initiative of the Colorado Department of Education



COLORADO
Department of Education



By the end of third grade, all students can read at grade level.

Regardless of demographics and learning needs, all students meet or exceed state academic standards.



Colorado READ Act

Strong Foundations



COLORADO
Department of Education

By focusing on support for our youngest students and their educators, the department can ensure more students are reading at grade level by the end of third grade and build a strong foundation for continued success in school.



Colorado READ Act

A Sense of Urgency



COLORADO
Department of Education

6 out of 10

Students struggle with reading in Colorado

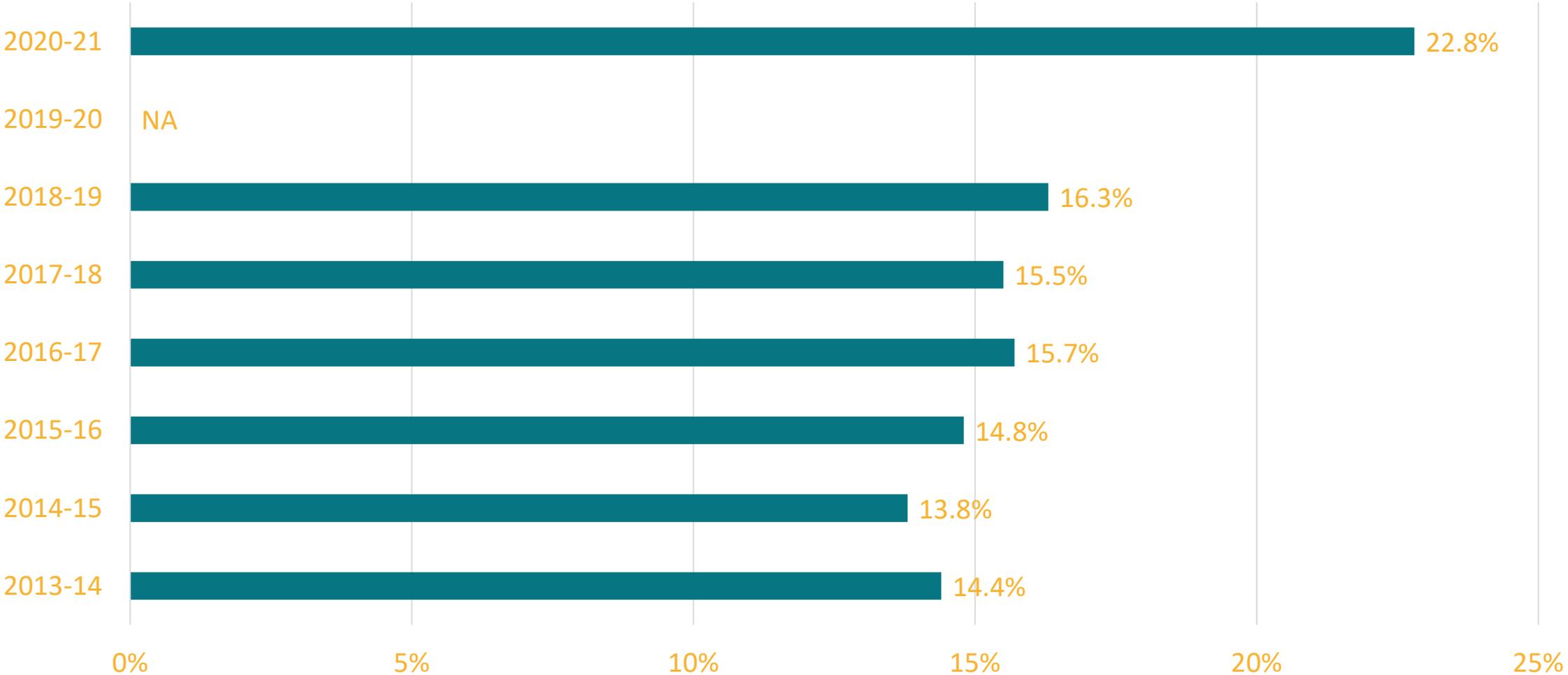
95%

The number of students scientists estimate who can be taught to read through scientifically and evidence-based instruction.

100%

Of all Colorado K-3 students in public schools are screened for early signs of reading difficulty because of the Colorado READ Act.

Annual SRD Rates in Colorado





The Colorado READ Act



COLORADO
Department of Education

Colorado READ Act

Key Legislative Updates



COLORADO
Department of Education

2012

HB 12-1238

The Colorado READ Act repeals the Colorado Basic Literacy Act.

2015

HB 15-1323

More specific requirements for schools on screening for reading difficulties and assessments are developed.

2019

SB 19-199

New requirements set for schools for funding, reporting, and scientifically and evidence-based training for K-3 teachers.

2021

SB 21-151

Literacy Curriculum Transparency Act is passed, setting requirements on what information schools must publicly post on their websites.

Colorado READ Act

Senate Bill 19-199



COLORADO
Department of Education



Key Impacts

- Unified improvement planning
- External Evaluation
- Per-Pupil Intervention Fund
Distribution and Use
- K-3 READ Act Teacher Training

Colorado READ Act

Senate Bill 19-199



COLORADO
Department of Education

The updates to the READ Act emphasize the importance of using evidence-based instructional practices through changes to improvement planning, external program evaluation, accountability for fund usage, and teacher training. The bill requires all LEP's to utilize evidence based curriculum.

SENATE BILL 21-151 Section 22-7-1209 enacts the Literacy Curriculum Transparency Act. The act amends the Colorado READ Act to require each local education provider (LEP) to submit the following information to the department of education and requires the department to post the information on its website.



Colorado READ Act

Senate Bill 19-199



COLORADO
Department of Education

The READ Act requires all Local Education Providers who receive per-pupil funding to ensure their K-3 reading teachers have successfully completed evidence-based training in teaching reading.

To meet this training requirement, State Board of Education rules require that the evidence-based training in teaching reading must:

- Consist of a minimum of 45 hours
- Address the content of the educator preparation literacy standards
- Include an end of course assessment

Districts are required to submit evidence to the CDE that each of their K-3 teachers teaching reading have met this requirement



Literacy Curriculum Transparency

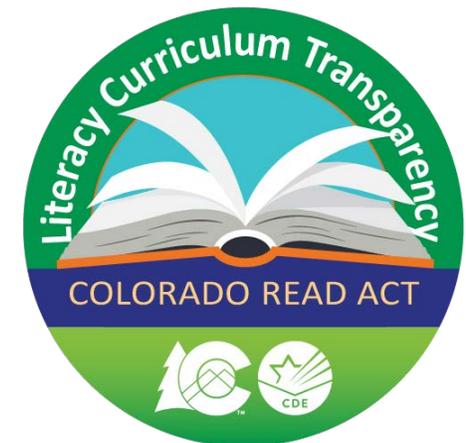


Senate Bill 21-151



COLORADO
Department of Education

- Passed in the 2021 session, the Literacy Transparency Act requires each **local education provider** to submit:
 - The core and supplemental reading curriculum, ***or a detailed description*** of the reading, by grade used in each of the local education provider's schools.
 - The targeted, evidence-based or scientifically based core and supplemental reading instructional programs and intervention reading instruction, services, and other supports ***or a detailed description*** of the programs, services, and other supports provided by each of the schools operated by the local education provider
 - The number of students who are **no longer** identified as having a **significant reading deficiency**.



Senate Bill 21-151



COLORADO
Department of Education

- The Literacy Transparency Act requires the **Department of Education** to:
 - Post the information on the Colorado Department of Education’s website in a user-friendly format in a location easily identified as relating to student literacy or the Colorado READ Act.
 - Provide local education providers with the specific internet address for the Literacy Curriculum Transparency webpage that will be on each school website.
 - The department will update the information in a timely manner as it receives updates from the local education providers.

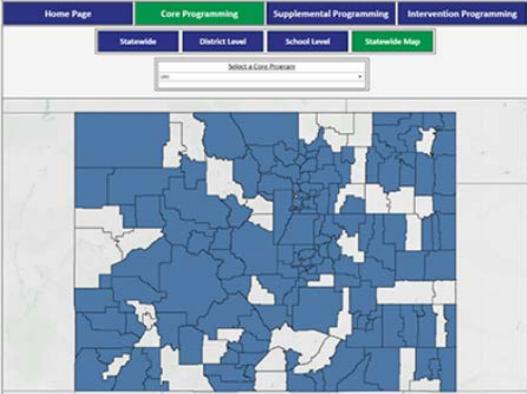
Senate Bill 21-151



COLORADO
Department of Education

The Literacy Curriculum Transparency Dashboard

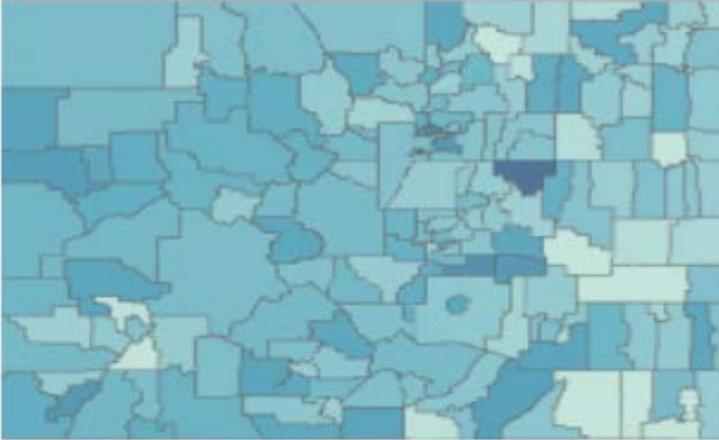
The Literacy Curriculum Transparency dashboard provides stakeholders a state, district, school, and grade level view of literacy instructional Core, Supplemental, Intervention programming, services and supports, the number of students who have READ plans, and the number of students who have achieved reading competency.



[View the Literacy Curriculum Transparency Dashboard](#)

The READ Act Data Dashboard

The READ Act Data dashboard focuses on early literacy development for all students with special attention for students at risk or not achieving reading proficiency by the end of third grade.



[View the READ Act Data Dashboard](#)



Colorado READ Act

Senate Bill 21-151

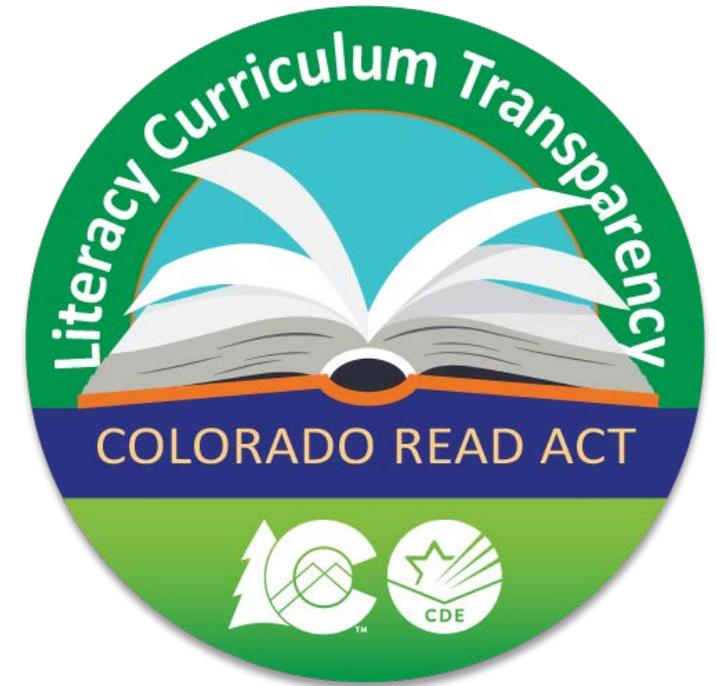


COLORADO
Department of Education

Literacy Curriculum Transparency

Requires each local education provider to submit the following information to the department of education. Local education providers are also required to post the following information on each school website:

- Core and supplemental reading curriculum information by grade
- Intervention and reading instruction supports provided
- The number of students enrolled in K-3 who have READ plans *and* who have achieved reading competency
- A budget and narrative on how Colorado READ Act funds are used



District Reporting Requirements

In order to receive a distribution of per-pupil intervention money, each local education provider must annually submit information to the department by June 30th.

Reporting Data on Students with SRDs

Student background information including if student has been identified as having an SRD

The state board approved interim assessment selected by the district

The student's interim assessment score and indication of whether testing accommodations were provided

The testing date

The number of K-3 grade students enrolled who were identified as having an SRD and received instructional services

The indication of whether retention was recommended and whether student was retained



Statute and Rule



Evidence based instructional programming



COLORADO
Department of Education

The advisory list of evidence-based or scientifically based instructional programming in reading includes the following criteria pursuant to C.R.S. 22-7-1209:

- **Alignment** to the READ Act assessments
- Proven to **accelerate** student progress in attaining reading competency
- Provides **explicit and systematic skill development** in the areas of phonemic awareness, phonics, vocabulary development, reading fluency including oral skills, and reading comprehension
- Is **scientifically and evidence based**
- **Aligned** with the preschool through elementary and secondary education standards for reading.
- Provide initial and ongoing **analysis of the student's progress** in attaining reading competency
- Includes texts on core **academic content** to assist the student in maintaining or meeting **grade-appropriate** proficiency levels in academic subjects in addition to reading

The Colorado READ Act

Scientifically Based
and
Evidence-Based Instruction



Scientifically Based & Evidence-Based

Assessments, Programming, and Professional Development



COLORADO
Department of Education



Approved Assessments, Programming, and Professional Development

The purpose of approved programming is to ensure schools are providing all students with the best opportunity to learn to read, assist with the identification of learning disabilities specific to learning to read, and to accelerate the reading skills of advanced readers.

Scientifically Based & Evidence-Based

Reading Research



COLORADO
Department of Education



Scientifically Based & Evidence-Based

Reading Research

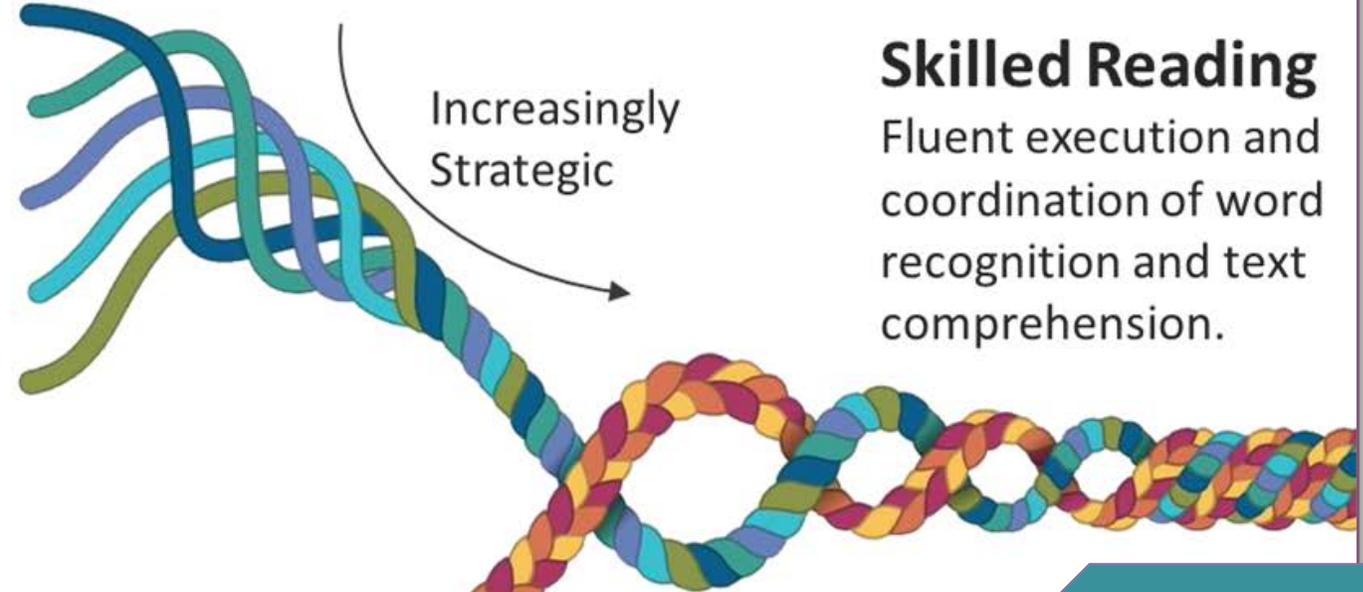


COLORADO
Department of Education

Language
Comprehension

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word
Recognition

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition

Reading
Comprehension

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.

Scientifically Based & Evidence-Based Instructional Programming



COLORADO
Department of Education

Scientifically Based

Instruction or item described is based on research

Applies rigorous, systematic, and objective procedures

Relevant to reading development, reading instruction, and reading difficulties



Evidence-Based

Evidence that instruction or item is described is reliable, trustworthy and valid

Demonstrated record of success in adequately increasing students' reading competency

Scientifically Based & Evidence-Based

Attributes of Effective Instruction



COLORADO
Department of Education

Effective Universal Instruction

- Addresses the five components of reading appropriate to the age, grade, language of instruction, and student need
- Guided by data
- A minimum of 90 minutes per day
- Utilizes a scope and sequence that is delivered explicitly and recognizes the continuum of reading development
- Driven by Colorado Academic Standards

Effective Targeted and Intensive Instructional Intervention

- Addresses one or more of the five components of reading with intentional focus on identified area(s) of deficit
- Guided by data and based on student's diagnosed reading skill deficiencies throughout the academic year
- Delivered with sufficient intensity, frequency, urgency and duration
- Directed by an effective teacher in the teaching of reading
- Utilizes a scope and sequence that is delivered explicitly
- Delivered in a small group format

Minimum Reading Competency Skill Levels



COLORADO
Department of Education

The Minimum Reading Competency Skill Levels:

- guide literacy instruction and interventions for students
- are based on scores attained on approved reading assessments and the Colorado Academic Standards
- have a significant correlation to reading on grade level

CCR 301-92, 5.00 Minimum Reading Competency Skill Levels

Minimum Reading Competency Skills Matrix



COLORADO
Department of Education

RESOURCES

READ ACT
Minimum Reading Competency Skills Matrix

PHONEMIC AWARENESS

KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE
<ul style="list-style-type: none"> Blend and segment the onset and rime of single-syllable spoken words. (1) Identify phonemes for letters. (2) Identify the initial, medial, and final phonemes of spoken words. (3) Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. (4) Add or substitute individual sounds in simple, one-syllable words to make new words. (5) 	<ul style="list-style-type: none"> Orally produce single-syllable words by blending sounds, including blends. (1) Segment spoken single-syllable words into their complete sequence on individual sounds. (2) Distinguish long from short vowel sounds in spoken single-syllable words. (3) 	<ul style="list-style-type: none"> The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. (1) 	<ul style="list-style-type: none"> The student must demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade. (1)

PHONOLOGICAL AWARENESS
PHONEMIC AWARENESS
CONCEPT OF PRINT
ALPHABETIC PRINCIPLE

READ ACT
Minimum Reading Competency Skills Matrix

VOCABULARY DEVELOPMENT

KINDERGARTEN	FIRST GRADE	SECOND GRADE	THIRD GRADE
<ul style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately. (1) Use the most frequently occurring inflections and affixes. (2) 	<ul style="list-style-type: none"> Use sentence level context as a clue to the meaning of a word or phrase. (1) Identify and understand compound words. (2) 	<ul style="list-style-type: none"> Determine the meaning of a new word formed when a known prefix is added to a known word. (1) Use a known root word as a clue to the meaning of an unknown word with the same root. (2) Create new words by combining base words with affixes to connect known words to new words. (3) Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. (4) 	<ul style="list-style-type: none"> Determine the meaning of a new word formed when a known affix is added to a known word. (1) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (2) Use sentence-level context as a clue to the meaning of a word or phrase. (3) Use knowledge of word relationships to identify antonyms or synonyms to clarify meaning. (4) Use a known root word as a clue to the meaning of an unknown word with the same root. (5) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (6)

PHONOLOGICAL AWARENESS
PHONEMIC AWARENESS
CONCEPT OF PRINT
ALPHABETIC PRINCIPLE
PHONICS
FLUENCY
READING FLUENCY
VOCABULARY DEVELOPMENT
ORAL LANGUAGE
LISTENING COMPREHENSION
READING COMPREHENSION
READING COMPREHENSION (P.2)

READ ACT
Minimum Reading Competency Skills Matrix

PHONICS - Instructional Examples

FIRST GRADE SKILLS	INSTRUCTIONAL EXAMPLES
<ul style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs. (1) 	<ul style="list-style-type: none"> Consonant digraphs are two consonants that represent one spoken sound such as <i>sh, th, wh, kn, ch, wr, ph</i>. Identify the letter-sound correspondence for common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>). Write the spelling correspondences for the sounds of common consonant digraphs (e.g., <i>sh, th, wh, kn, ch, wr, ph</i>).
<ul style="list-style-type: none"> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. (2) 	<ul style="list-style-type: none"> Demonstrate that words can be divided into chunks called syllables 1. Say own name counting/clapping syllables; 2. How many syllables does the word <i>insect</i> have? That is right, two, and what are the parts? <i>in sect</i> Use a strategy to determine the number of syllables in a printed word (e.g., Underline vowels, final -e or vowel team patterns, circle syllables, and count the number of circles: <i>dish</i> (1), <i>he</i> (1), <i>hotdog</i> (2), <i>potato</i> (3), <i>sail</i> (1)).
<ul style="list-style-type: none"> Decode two-syllable words following basic patterns by breaking words into syllables. (3) 	<ul style="list-style-type: none"> Demonstrate an understanding of open and closed syllables. Be able to read (chunk) words such as <i>open, o pen, picnic, pic nic, dragon, drag on, shiver, shiv er, rabbit, rab bit, etc.</i> Circle and read each circled syllable (part or chunk) of a word separately (e.g., <i>pic-nic</i>). Read the circled syllables (parts or chunks) of a word together (e.g., <i>picnic</i>).

weighed as heavily as the other skills when determining if a child has attained mastery of the Minimum Reading Competency Skill Levels.

Instructional Programming



Instructional Programming Categories



COLORADO
Department of Education

Core Instruction

Supplemental Instruction

Intervention Instruction

Core Instruction



- All students
- Comprehensive reading program
- Whole class and small group
- Differentiated according to student needs

Supplemental Instruction



- Beyond what is provided in the core program
- In a key area of need
- Used to strengthen core instruction

Intervention Instruction



- Beyond what is provided in the core program
- Students who are below proficient in a key area of need
- More time, more targeted instruction, smaller group size

Advisory List



COLORADO



COLORADO
Department of Education

Search

[SITE INDEX](#)

[LICENSING](#) | [ABOUT CDE](#) | [STATE BOARD](#) | [OFFICES](#) | [STAFF DIRECTORY](#) | [NEWS](#) | [CAREERS](#)

Home » [Advisory Lists of PD and Programming](#)



Advisory List of Instructional Programming

Approved Programs

The READ Act requires the department to identify evidence-based instructional programs and professional development programs for use by local education agencies. This page includes links to providers and programs that have been identified through the READ Act Instructional Programming Review Process.

- [2020 READ Act Instructional Programming Review Process](#)
- [2021-22 READ Act Instructional Programming Review Process](#)

The Advisory List of Instructional Programming was updated on May 2, 2022.

Questions & Rubric Requests

Completed rubrics for any reviewed program will be made available upon request. Please contact READAct@cde.state.co.us with all rubric requests and questions related to instructional program review.

Selecting Scientifically and Evidence-Based Instructional Programs

This [page](#) includes information and resources for selecting scientifically and evidence-based instructional materials.

Jump to a Section:

Core Programming

Supplemental Programming

Intervention Programming

[Colorado READ Act Home](#)

Advisory Lists of PD and Programming

Advisory List of Instructional Programming

[Archived Advisory Lists and Materials](#)

[2021-2022 Instructional Program Review Process](#)

[2021 Review of Professional Development](#)

[2020 Approved Professional Development](#)

Approved Assessments

[Dyslexia](#)

[Early Literacy Assessment Tool Project](#)

[Early Literacy Grant](#)

[Literacy Curriculum Transparency](#)

[Parent Information](#)

[Preschool Through 3rd Grade Office](#)

[READ Act Statute and State Board Rules](#)

[READ Budget Submission](#)

[READ Data Collection](#)

[Info for Districts](#)

[Info for Teachers](#)

[FAQs](#)

[Resources](#)

RESOURCES

Colorado Department of Education Instructional Review Rubrics



Rubrics and Summaries



COLORADO
Department of Education



Kindergarten

First Grade



COLORADO
Department of Education

Second Grade

Third Grade



Approved for Grades Kindergarten Through Third

- Amplify - CKLA (2017)
 - [CKLA 2017 Summary](#)
 - [CKLA 2017 Rubric](#)
- Benchmark Education - Benchmark Workshop (2021)
 - [Benchmark Workshop 2021 Summary](#)
 - [Benchmark Workshop 2021 Rubric](#)
- Benchmark Education-Benchmark Advance (2022)
 - [Benchmark Advance 2022 Summary](#)
 - [Benchmark Advance 2022 Rubric](#)
- Benchmark Education- Benchmark Adelante (2022) *Spanish Program*
 - [Benchmark Adelante 2022 Summary](#)
 - [Benchmark Adelante 2022 Rubric](#)
- Houghton Mifflin - Arriba la Lectura (2020) *Spanish Program*
 - [Arriba la Lectura 2020 Summary](#)
 - [Arriba la Lectura 2020 Rubric](#)
- Houghton Mifflin - Into Reading (2020)
 - [Into Reading 2020 Summary](#)
 - [Into Reading 2020 Rubric](#)
- McGraw Hill - Maravillas (2020) *Spanish program*
 - [Maravillas 2020 Summary](#)
 - [Maravillas 2020 Rubric](#)
- McGraw Hill - Open Court Reading (2016)
 - [Open Court 2016 Summary](#)
 - [Open Court 2016 Rubric](#)
- McGraw Hill - Reading Mastery Transformations (2021)
 - [Reading Mastery Transformations 2021 Summary](#)
 - [Reading Mastery Transformations 2021 Rubric](#)
- McGraw Hill - Wonders (2017)
 - [Wonders 2017 Summary](#)
 - [Wonders 2017 Rubric](#)
- McGraw Hill - Wonders (2020)
 - [Wonder 2020 Summary](#)
 - [Wonders 2020 Rubric](#)
- McGraw Hill - Wonders (2023)
 - [Wonders 2023 Summary](#)
 - [Wonder 2023 Rubric](#)
- Savvas Learning Company- myView Literacy Common Core 2020 Enhanced Edition (2020)
 - [myView Literacy Common Core 2020 Summary](#)
 - [myView Literacy Common Core 2020 Rubric](#)
- Spalding - The Writing Road to Reading (2012)
 - [The Writing Road to Reading 2012 Summary](#)
 - [The Writing Road to Reading 2012 Rubric](#)

District Reporting Requirements

Programming and Per-Pupil Funding



COLORADO
Department of Education

In order to receive a distribution of per-pupil intervention money, each local education provider must annually submit information to the department by June 30th.

- The specific, allowable expenditures for which the local education provider used per-pupil intervention funding
- The number of grade levels and grade levels students who participated in each of the types of programs or services provided
- A budget, including a narrative explanation, for the use of per-pupil intervention money
- Any other information required by the CDE or independent evaluator that is necessary to complete the evaluation

If the local education provider purchased instructional programming in reading using per-pupil intervention funding:

- The scores attained by students enrolled in kindergarten through third grade on an approved interim reading assessment

Colorado READ Act

Department Responsibilities



Questions



COLORADO
Department of Education

Questions:

READAct@cde.state.co.us

Presentation Resources



[READ Act Statute](#) (PDF)
[READ Act Rule](#) (PDF)
[House Bill 15-1323](#) (PPT)
[Senate Bill 19-199](#) (PDF)
[Senate Bill 21-151](#) (PDF)
[Senate Bill 22-004](#) (PDF)
[Performance Plan](#) (PDF)
[2021 Annual READ Act Report](#) (PDF)



[Literacy Curriculum Transparency](#)
[READ Act Budget Submission](#)
[READ Act Data Collection](#)
[Early Literacy Grant](#)
[District Responsibilities Training](#)
[Colorado Online Licensing \(COOL\)](#)
[District Communication Toolkit](#)



[Colorado READ Act FAQ](#)
[Approved Assessments](#)
[READ Act Advisory List of Instructional Programming](#)
[K-3 Teacher Evidence-Based Reading Training](#)
[Science of Reading Resources](#)
[Colorado Online Licensing](#)
[READ Act and English Learners](#)
[READ Act EL Guidance Document](#)



[Read with Me Today](#) (Public Information Campaign)
[Colorado READ Act Information for Parents](#)
[Colorado READ Act Parent Resources](#)
[Communicating to Your Child's Teacher](#)
[READ Act Video](#) (English)
[READ Act Video](#) (Spanish)

References

CDE's Vision, Mission and Strategic Plan, Colorado Department of Education, July 2021, <https://www.cde.state.co.us/cdecomm/strategicplan>.

Colorado Reading to Ensure Academic Development Act, Colo. Rev. Stat. §§ 22-7-1201-1214, (2019).

Moats, Louisa C. Teaching Reading Is Rocket Science What Expert Teachers of Reading Should Know and Be Able To Do, June 1999, https://doi.org/https://www.aft.org/sites/default/files/reading_rocketscience_2004.pdf.

National Reading Panel. (2000). Teaching children to read-An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769) Washington, DC: National Institutes of Child Health and Human Development.

Rules for the Administration of the Colorado Reading to Ensure Academic Development Act, 1 Colo. Code Regs. 301-92 (2017).

Torgesen, Joseph K. "Catch Them Before They Fall Identification and Assessment To Prevent Reading Failure in Young Children." American Educator/American Federation of Teachers, 1998, <https://www.aft.org/sites/default/files/periodicals/torgesen.pdf>.