Colorado’s READ Act requires that a READ plan acquired in K-3 remains in place until the student has reached grade level reading competency.

Universal Support

Tier I instruction provided to all students in the class. Instruction can differentiated by student need during any small group period.

Targeted Support

Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I instruction, which takes place in a time outside of general education.

Intensive Support

Specifically designed and customized reading instruction that is extended beyond the time allocated for Tier I and Tier II and which takes place in small group or one-on-one setting.

In spring of 2016, Colorado had approximately 31,000 students outside of the K-3 “Learning to Read” grade levels reported have a READ plan still in place. For local context, please go to the [READ Act Data Dashboard](http://www2.cde.state.co.us/schoolview/readact/dashboard.asp).

The intent of this guide is to support those of you who are supporting struggling readers in a secondary setting.

The Research

As schools design support and are making decisions about literacy they might want to consider the following resources:

* [Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices](https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2016178.pdf)
* [All About Adolescent Literacy](http://www.adlit.org/article/27760/) : Resources for parents and educators of kids in grades 4-12
* [Donald D.Deshler, Ph.D](https://kucrl.ku.edu/donald-deshler)., is the Emeritus Williamson Family Distinguished Professor of Special Education and served as the director of the Center for Research on Learning (CRL) at KU. He is one of the best-known and well-respected researchers in the field of special education at the secondary level. He is a leading scholar in the area of bringing research to practice.
* [Center on Instruction](http://www.centeroninstruction.org/files/Assessment%20Guide%2Epdf) : cutting-edge collection of research-based resources on instruction

READ Plan beyond Elementary School

A student’s READ plan, initiated in elementary school, moves with the student and needs to be updated and continued until they are able to demonstrate grade level competency.

If a READ plan is in place, there are three possible levels of support to consider:

**Next Steps:**

READ Plan will be updated and continued until the student is able to demonstrate reading competency based on a locally determined body of evidence.

**Research and guides to support this work:**

* [Improving Literacy Instruction in Middle and High Schools: A Guide for Principals](http://www.centeroninstruction.org/files/Principal%20s%20Guide%20Secondary%2Epdf) : This "quick start" guide for principals of both middle and high schools from the Center on Instruction identifies three goals for secondary school literacy initiatives and provides elements of instruction required to meet these goals. It then outlines the critical elements of a school-level literacy action plan that schoolsshould consider when planning for effective literacy instruction in middle and high school.
* [Reading Next : A VISION FOR ACTION AND RESEARCH IN MIDDLE AND HIGH SCHOOL LITERACY](https://www.carnegie.org/media/filer_public/b7/5f/b75fba81-16cb-422d-ab59-373a6a07eb74/ccny_report_2004_reading.pdf)
* [Classroom Strategies to support comprehension instruction](http://www.adlit.org/strategy_library/). This link provides the most frequently researched strategies that can be applied across content areas.

**Next Steps:**

**Research to support intervention work:**

[**Intensive, Individualized Interventions for Struggling Readers**](http://www.adlit.org/article/27760/) **:**

* By the US Department of Education
* How to implement interventions when considering the complex and varied reading needs of adolescents as well as potential roadblocks and solutions you may consider

[**Interventions for Struggling Adolescent Readers**](http://www.adlit.org/article/19750/)

* By Donald Deshler and Michael Hock
* A snapshot of program characteristics and research findings for Reciprocal Teaching, Apprenticeship in Reading, Read 180, Language!, SRA Corrective Reading, and Strategic Instruction Model (SIM)

[**A Theory of Adolescent Reading: A simple view of a Complex Process**](http://www.adlit.org/article/19751/)

* By Donald Deshler and Michael Hock
* How do adolescents move from reading words to applying knowledge learned from a text? View the adolescent reading model and the Strategic Intervention Model (SIM)

Considerations in Assessment:

[Assessment to Guide Adolescent Literacy Instruction:](http://www.centeroninstruction.org/files/Assessment%20Guide%2Epdf) This publication provides information about the key elements of a comprehensive assessment plan to improve literacy instruction for adolescents. This is a companion article to Improving Literacy Instruction in Middle and High Schools: A Guide for Principals (linked above as well)

Exiting a READ Plan:

In order to exit a READ plan, student needs to meet grade level reading competency. The READ Act requires grade level reading competency to be met through a body of evidence.

**Body of Evidence:** A collection of information which, when considered in its entirety, documents the level of a student’s academic performance. A body of evidence, at a minimum, shall include scores on formative or interim assessments and work that a student independently produces in a classroom, including but not limited to the school readiness and READ assessments adopted by the State Board. A body of evidence may also include scores on summative assessments.