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

**Universal Support**

Tier I instruction is provided to all students in the class usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching or additional teaching to students according to their needs.

**Targeted Support**

Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I instruction, which typically takes place in small groups.

**Intensive Support**

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

In spring of 2016, Colorado had approximately 31,000 students reported as having a READ plan still in place beyond 3rd grade. For local context, please refer to <http://www2.cde.state.co.us/schoolview/readact/dashboard.asp>.

The following guidance will aid in supporting struggling readers, including those on a READ plan in grades 4 and above.

READ Plan beyond 3rd Grade – what’s next?

In order for a student to have an established READ plan, the student had to have been identified with a Significant Reading Deficiency (SRD) at some point in grades K-3. READ plans need to be updated and continued until the student is able to demonstrate grade level reading competency. Students who have not achieved reading competency by the end of third grade will move beyond third grade with an active READ plan.

If a READ plan is in place, there are three possible levels of support needed to execute the READ plan as determined by screener assessment data:

Supports

There is a progression for acquiring literacy skills over time. Students need a solid foundation throughout the continuum of [word recognition and language comprehension](http://www.cdl.org/articles/the-simple-view-of-reading/) in order to acquire reading comprehension. It is important to have the right tools to identify and support the instructional needs for students who are still at risk in reading.

Assessment

There are three types of assessments to consider for students who struggle to read, including those on a READ plan. It’s important to have access to assessments that will identify and progress monitor any [foundational reading skills](http://www.fcrr.org/assessment/ET/essentials/components/components.html) students still need to build. In deciding what assessments are available for use, consider looking into what is being used in the K-3 space. Many of the [approved assessments](http://www.cde.state.co.us/coloradoliteracy/readact/resourcebank) expand beyond 3rd grade.

For additional assessment support, see [**Assessments to Guide Adolescent Literacy Instruction**](http://www.centeroninstruction.org/files/Assessment%20Guide.pdf) from Center on Instruction.

Instruction

Many struggling readers in grades 4 and up still have gaps in their foundational skills (i.e. “learning to read skills” such as phonological awareness, word study, etc.) As students progress into the “reading to learn” grades, less instructional attention and awareness is placed on the “learning to read” skills. Secondary leaders and educators need to able to recognize foundational literacy gaps, but need to possess knowledge in [early reading instruction](https://pdfs.semanticscholar.org/ab89/fde7a9610b302d8d4ec4e66f90b917a85df1.pdf) to do so. The ability to recognize and address these gaps is necessary in order to provide effective supports within Tier 1 classrooms and in providing appropriate interventions.

The following resources support effective literacy instruction and intervention for adolescent readers:

* AdLit.org - [Teaching Adolescents to Read: It's Not Too Late](http://www.adlit.org/researchbytopic/64292/)
* IES (Institute of Education Sciences) practice guide- [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](https://ies.ed.gov/ncee/wwc/PracticeGuide/8)
* CEEDAR (Collaboration for Effective Educator, Development, Accountability, and Reform Center) - [Evidence-Based Reading Instruction for Adolescents Grades 6-12](http://ceedar.education.ufl.edu/wp-content/uploads/2015/05/IC-13_FINAL_05-26-15.pdf)
* FCRR (Florida Center for Reading Research)- [Questions to guide instruction linked to components of K-3 literacy](http://www.fcrr.org/assessment/ET/questions/questions.html)

Exiting a READ Plan:

In order to exit a READ plan, student needs to meet grade level reading competency. In grades K-3, 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.