HOW CAN I HELP MY STUDENT TO SUCCEED IN READING?

Encourage your student to read at home:

- Most students who are reading below grade level read very little and spend time with texts that are too hard. Have your student read at home often. Ask your child’s teacher for text suggestions.
- Students should read a variety of texts (magazines, cookbooks, graphic novels, online texts, chapter books, maps).
- Students should be encouraged to read a minimum of 30 minutes per day at home.
- Offer your student audio books and texts and have a discussion after reading them.
- Converse with your student as much as possible in your home language.
- Be sure to ask questions. This will increase your student’s vocabulary.
- Ask your student about homework they have brought home and if they understand what is expected.
- Be sure that your child comes to school each day.

Your student’s teacher can also suggest other ways you can help at home.

COLORADO READING TO ENSURE ACADEMIC DEVELOPMENT ACT (COLORADO READ ACT)

ADDITIONAL RESOURCES

Colorado Department of Education
http://www.cde.state.co.us/coloradoliteracy/readact/index
For additional questions, contact your school’s principal.
The purpose of the READ Act is to ensure all children in the state of Colorado to graduate from high school having obtained skill levels that adequately prepare them for postsecondary studies or for the workforce.

Research shows that achieving reading competency by third grade is critical in achieving the state’s goal. Students who enter 4th grade performing below grade level often begin to fall behind in other subject areas as well. If a student’s reading skill deficiencies are not corrected, it is likely that the student will not have the skills necessary to complete the course work required to graduate from high school.

Reading skills are critical to success in school. Under state law, the education provider is required to provide targeted, scientifically based or evidence-based interventions in the student’s greatest area of need that enable the student to achieve reading competency and attain the skills necessary to achieve the state’s academic achievement goals.

The Colorado READ Act is state legislation that sets guidelines to ensure that every student completes their third grade year reading at or above grade level. Throughout each year students are assessed on their reading performance. This helps to identify students needing extra targeted or intensive reading instruction to become competent and confident readers. The READ Act requires the creation and implementation of an instructional plan (called a READ Plan) for students in grades K - 3 identified as having a significant reading deficiency (SRD). READ Plans continue with the student until grade level proficiency is reached.

**Identify**
- All K-3 students are identified using a state-approved reading assessment.
- Student has scored at or below the assessments’ cut score twice.
- Administered a state-approved diagnostic to determine greatest area of need.

**Plan**
- A student who has an Individualized Education Plan (IEP) and is also identified as having a SRD will have two separate plans.

**Serve**
- Teachers
- Parents

What you need to know about READ Plans

Your student has been identified as have a significant reading deficiency (SRD) and has not reached grade level proficiency.

If your student is an emerging bilingual learner, ACCESS scores (state language assessment) are also used to consider your child’s English language development level and needs.

You play a central role supporting your student’s efforts to achieve reading competency. We strongly encourage you to partner with your student’s teacher throughout the year in implementing the READ Plan and to use the suggestions in this brochure.

Your student’s teacher updates the READ plan. This plan will include evidence-based targeted intervention instruction to support your student in developing the reading skills needed to achieve reading competency.

A student who has an ELLP and is also identified as having a SRD will have two separate plans.