

## What Is the READ Act?

The READ Act is a Colorado law that sets guidelines to ensure every student completes third grade reading at or above grade level. It helps schools to identify students who need additional instructional support in order to read at grade level

## What does “reading significantly below grade level” mean?

This means that the student is reading one year or more below his/her current grade level. Research shows that reading at grade level by the end of the school year is important for future school success.

## What is a READ Plan?

A READ Plan is an individual intervention plan for kindergarten through 3rd grade students identified as performing significantly below grade level in reading. The plan continues until the student reaches grade level proficiency in reading.

A READ Plan is designed to help your child develop as a reader with:

- \* **Specific reading goals**
- \* **School instructional support**
- \* **Support at home**



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## The READ Act: Information for Families



*Partnering schools and families to ensure student success in reading*

## What Information is most important?

Our goal in Aurora Public Schools is for ALL children to graduate from high school ready for future education or for the workforce. Preparing students for this begins as soon as they enter school.

### Assessment

Your child's teacher uses the Developmental Reading Assessment (DRA2) to determine each child's reading level.

This assessment information indicates that your child is reading significantly below grade level.

If your child is an English Language Learner, state language assessment scores (ACCESS) provide information regarding child's English language development. Both reading levels and language development levels are considered within a READ Plan for English Language Learners.

***A Read Plan is designed to support your individual child's growth in reading.***

### School Supports

Your child's teacher and other school staff work together to select strategies and interventions that meet the goals on your child's READ Plan.

It's not just about intervention. The team also looks at ways to make classroom instruction more accessible for all students.

### Home supports

Adults at home are important partners in helping students become successful readers, writers and communicators.

Please partner with your child's teacher to create and implement the READ plan.

### End of year conferences and conversations about retention

Each student with a READ Plan will have an end of year conference to review the plan and work together to work together to plan for the next year.

During the conference, your child's teacher will share options that connect to your child's specific needs.

Some children may need more than one year to catch up. The law states that retention may be an option, but there are many other interventions and supports available. Research shows that repeating a grade level may not be the best solution in most cases.

For English Language Learners (ELLs): Appropriate instructional strategies for both language and literacy learning are determined with support from a teacher who specializes in English language learning. Colorado state law does not recommend retention for students who are on track in developing English as their second or other language.



## How can I help my child at home?

*Here are some ideas. Your child's teacher may also share ideas.*

Let your child know that **school success is important** to you.

Be sure that your child **comes to school** each day.

*Listen, speak, read and write in the language of your home. Developing these skills in your home language will support your child's reading and thinking.*

**Conversation** is important. Talk about:

- Their day at school
- Books they've read
- Experiences you've shared together
- Family stories/other familiar stories

**Read** to and with your child daily.

- Read familiar books they enjoy.
- Listen to books on tape/CD, computer, or eBooks.
- Talk about what they read. What happened? What did they learn?

**Write** with your child often. Some ideas include: Letters to family or friends, shopping lists, stories or journal entries.

**Practice word skills.** Use plastic or magnetic letters to sort, ABC order, match upper and lower case letters, make simple words, and spell family names.