

READ Act Literacy Updates



COLORADO
Department of Education

Keep the Learning Alive!



November 2021

Bookmark us!

<http://www.cde.state.co.us/coloradoliteracy/resources>

Welcome to the first edition of the Read Act Literacy Updates Newsletter!

Amendments to the Colorado READ Act through the passage of Senate Bill 19-199 in May 2019 require that all educators who teach reading in grades K-3 receive training in scientifically and evidence-based reading instruction by August 1, 2022 (through an extension provided by HB21-1129). While some educators have already started or completed the training requirements, many more will be completing one of the training options throughout the current school year.

To support implementation of new or refined practices and continuation of learning beyond the teacher training courses, the CDE Literacy Team will be highlighting supportive resources, helpful instructional tips, and helpful links in a periodic email newsletter to anyone who subscribes to the Literacy Updates Listserv. [Click here to join!](#) Many of the resources provided here will also be linked to our website to provide you with easy access in the future.

Recipients are encouraged to forward or share the content of the email with teachers in their district who teach reading to students in the early grades who have or will be completing one of the READ Act Teacher Training options.

For information about the READ Act teacher training requirements, visit the [CDE Reading Training Requirements for Teachers Webpage.](#)

Tip of the Month: Teaching Early Literacy Skills During a Pandemic

The Covid-19 pandemic has changed the face of education over the past few school years, but one thing remains constant: evidence-based literacy instruction, with all its parts and pieces, is crucial to ensure Colorado students have the best chance of developing into proficient readers by the end of third grade. Linked below are resources to support teaching essential early literacy skills when pandemic precautions such as masking are in place.

Pandemic Precautions and Teaching Early Literacy Skills

[Teaching Early Literacy Skills When Masking in Schools](#)

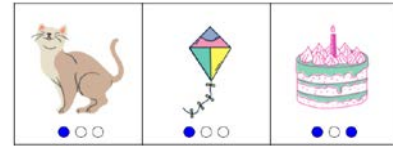
This document created by the CDE Literacy Team provides suggestions for the explicit teaching of phoneme/grapheme correspondences when masking is required in a school. A sample of an explicit lesson is provided.



[Phoneme/Grapheme Support Cards](#)

[Phoneme Articulation Cards](#)

These additional resources created by the CDE Literacy Team support teachers with explicit instruction of phoneme articulation and explicit teaching of phoneme/grapheme correspondences following the suggestions in the guide linked above.



Improve your Knowledge – Additional Supports

[Understanding Consonant and Vowel Phonemes in English](#)

[Articulation Charts for English Consonant and Vowel Phonemes](#)

Next Steps: Appropriate Texts for Early Reading Instruction

Leveled Text vs. Decodable Text: What's the Difference?

[Decodable/Leveled Text Comparison - CDE](#)



One of the most frequent questions that arises when discussing explicit, systematic, and sequential phonics instruction is how to choose appropriate text for early readers to practice the skills they are learning. This brief document provides a comparison of leveled and decodable text and provides guidance for understanding the appropriate use of both types of text.

Decodable Text Resources

[The Reading League - Decodable Text Sources](#)

The Reading League has compiled a list of decodable text resources to support schools and educators in selecting text to align with their instruction. Please note that this list is provided as a resource and not as individual recommendations.

Listen, Watch, Read, Engage

LISTEN

Podcast: ["Decodable Text, Leveled Text, and All the Rest"](#) With Reading Horizons

Featuring Dr Amy Murdoch

Dr. Amy Murdoch discusses the importance of text in reading instruction for beginning readers and older struggling readers. Research indicates that the type of text matters and Dr. Murdoch shares specific recommendations based on the goals of reading instruction and intervention.



READ

[Essentials of Assessing, Preventing, and Overcoming Reading Difficulties \(2015\)](#)

by David A. Kilpatrick, Ph.D.

How can we help students who struggle to learn to read? This book provides up-to-date research into why students may struggle with reading. Chapter four, *Understanding Word Recognition Difficulties*, is especially informative, as it takes a deep dive into the process of orthographic mapping and the skills needed to facilitate it. Also included in this book are ways to effectively assess and interpret assessments for the components of reading and what can be done to prevent reading difficulties as well as how to and intervene effectively when reading difficulties occur. This book can be paired with the free online module



series of the same title linked below.

ENGAGE

[Free Online Module Series](#) for *Essentials of Assessing, Preventing and Overcoming Reading Difficulties* (2015), David A. Kilpatrick, Ph.D.

This on-demand eLearning series was developed by Dr. David Kilpatrick in collaboration with the Specific Learning Disability Specialist in the Exceptions Student Services Unit of the Colorado Department of Education. The content of the modules aligns seamlessly to the content in Dr. Kilpatrick's book of the same title and can be used alone or alongside the text to enhance learning.

Web Link Disclaimer

Because of their potential interest or usefulness to the education community or the general public, the Colorado Department of Education (CDE) occasionally provides links from this site to external web sites. It attempts to monitor such links on a regular basis. However, the Department cannot be responsible for the content of any site external to its own.

Further, by linking to other sites, CDE is not endorsing any particular product, practice, service, provider or institution, nor does it necessarily endorse views expressed or facts presented on these sites.

In addition, neither CDE nor any of its employees makes any warranty, express or implied, or assumes any legal liability for the accuracy, completeness, or usefulness of any information linked to this site.

READ Act Website Updates

Website Refresh!

[Colorado Read Act Teacher Resources Webpage](#)

We have made a lot of changes to our website recently to provide more resources, support, and guidance to teachers implementing evidence-based reading instruction. Check it out!



For More Information

If you have general questions or need assistance, find our contact information here:

<http://www.cde.state.co.us/coloradoliteracy/contactus>