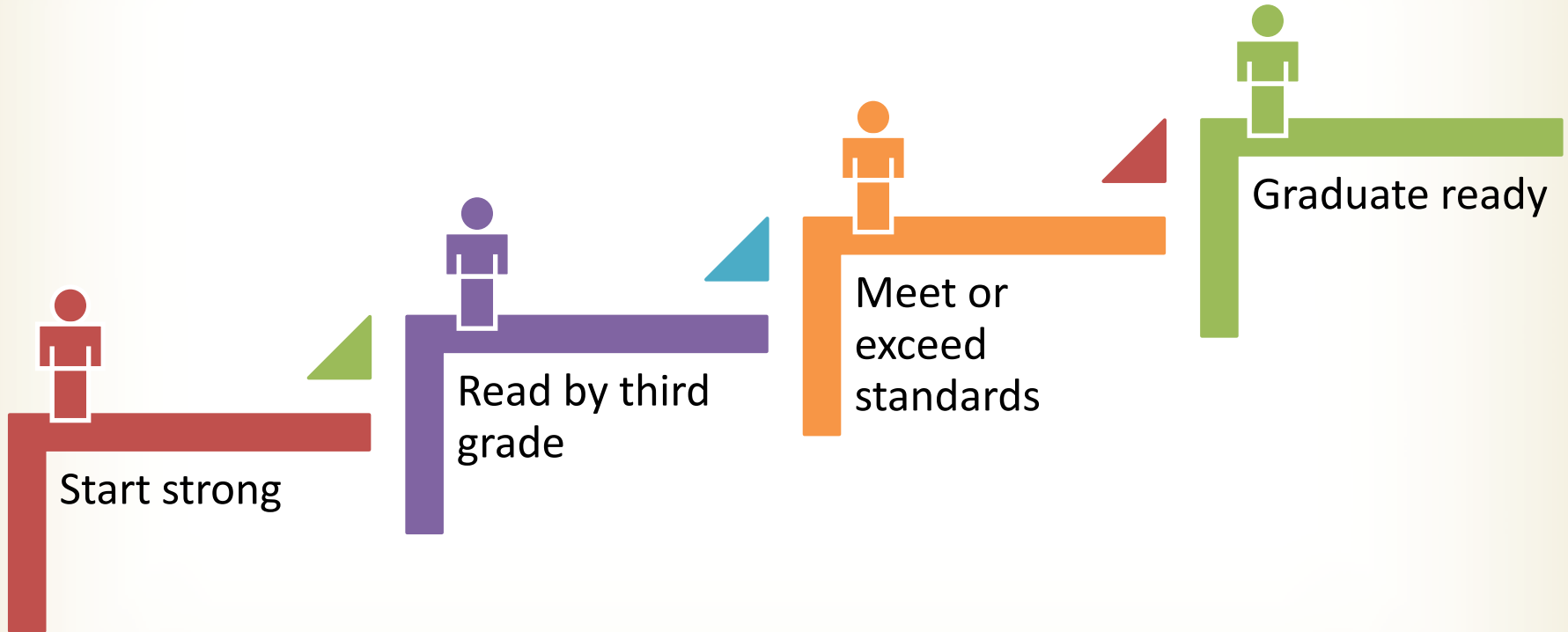


HB 12-1238

The Colorado READ Act

The Colorado Reading to Ensure Academic Development Act
Spring 2014 Regional Outreach Meetings

CDE Strategic Goals: Every Student Every Step of the Way



Agenda

- READ Plan
- EL Students and READ Act C

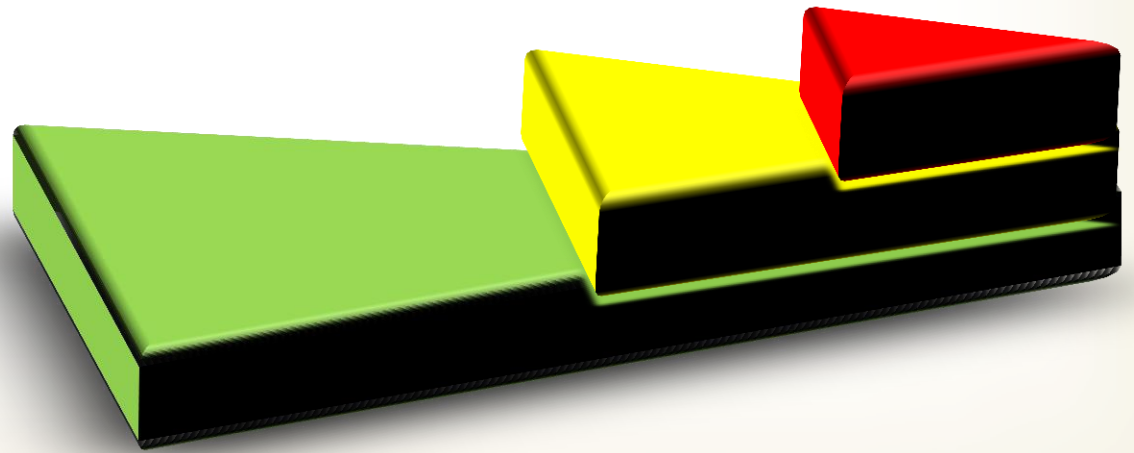


No Longer Just a Hope: Children Can Be Successful Readers

- “We have learned that for 90 to 95 percent of poor readers, prevention and early intervention programs that combine instruction in phoneme awareness, phonics, fluency development, and reading comprehension strategies, provided by well-trained teachers, can increase reading skills to average reading levels.”

Dr. G. Reid Lyon,
Former chief of the Child
Development & Behavior Branch of
the National Institutes of Health

READ Plans and Supports



Required Components of a READ Plan

1. Specific diagnosed reading skill deficiencies.
2. Goals and benchmarks for the student to attain reading competency.
3. Type of additional instructional services and interventions that will be provided.
4. Scientifically or evidence based programming to be used.
5. The manner in which the student's progress will be monitored.
6. The strategies the student's parent is encouraged to use in assisting the student to achieve reading competency.
7. Additional services the teacher deems available to accelerate the student's reading skills

Creation of a READ Plan

22-7-1206. Reading to ensure academic development plan - contents - implementation.

(1) (a) A TEACHER, AND OTHER SKILLED SCHOOL PROFESSIONALS THAT THE LOCAL EDUCATION PROVIDER MAY CHOOSE TO SELECT, SHALL CREATE A READ PLAN FOR EACH STUDENT WHO HAS A SIGNIFICANT READING DEFICIENCY. THE TEACHER AND ANY OTHER PERSONNEL SHALL CREATE THE PLAN IN COLLABORATION WITH THE STUDENT'S PARENT, IF POSSIBLE, AND **AS SOON AS POSSIBLE** AFTER THE STUDENT'S SIGNIFICANT READING DEFICIENCY IS IDENTIFIED. THE STUDENT, THE STUDENT'S TEACHER, AND THE STUDENT'S PARENT SHALL CONTINUE IMPLEMENTING THE STUDENT'S READ PLAN UNTIL THE STUDENT DEMONSTRATES READING COMPETENCY.

READ Plan Timeline

Student is identified as SRD through interim assessment (30 days) and confirming probe (30 days)

Student is assessed with diagnostic assessment

READ Plan is created with parents and the educational team – updates throughout the year

If student is still identified as SRD at the end of the year, the EOY conversation must occur within the last 45 days of school

This process can occur at anytime during the year
READ plan is created immediately upon determination of a significant reading deficiency
Communication should occur throughout the year

Communicating with Parents: Initial READ Plan Meeting and Ongoing

Upon determination of an SRD and in conjunction with the creation of a READ Plan, educational teams should be addressing the following points **throughout** the school year:

- The state's goal is for all children in Colorado to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or for the workforce. Research demonstrates that achieving reading competency by third grade is a critical milestone in achieving this goal.
- The nature of the student's significant reading deficiency, including a clear explanation of what the significant reading deficiency is and the basis upon which the teacher identified the significant reading deficiency.

Communicating with Parents: Initial READ Plan Meeting and Ongoing

- If the student enters fourth grade without achieving reading competency, he or she is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades. If the student's reading skill deficiencies are not remediated, 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 student qualifies for and the LEP is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, diagnosed reading skill deficiencies, which interventions are designed to enable the student to achieve reading competency and attain the skills necessary to achieve the state's academic achievement goals.
- The student's READ plan will include targeted, scientifically based or evidence-based intervention instruction to address and remediate the student's specific, diagnosed reading skill deficiencies.

Communicating with Parents: Initial READ Plan Meeting and Ongoing

- The parent plays a central role in supporting the student's efforts to achieve reading competency, the parent is strongly encouraged to work with the student's teacher in implementing the READ plan, to supplement the intervention instruction the student receives in school, and the READ plan will include strategies the parent is encouraged to use at home to support the student's reading success.
- There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, if the student continues to have a significant reading deficiency at the end of the school year, under state law, the parent, the student's teacher, and other personnel of the LEP are required to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.

Students Who are Exempt from a Retention Conversation

In statute - **22-7-1207. Advancement - decision - parental involvement:**

- The student is a student with a disability who is eligible to take the alternative statewide assessment, or the student is identified as having a disability that substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency.
- The student is a student with limited English proficiency ,as defined in section 22-24-103, and the student's significant reading deficiency is due primarily to the student's language.
- The student is completing the second year at the same grade level.

Writing READ Plan Goals and Objectives

Minimum Reading Skill Competencies:
Section 5.0 of the Rules for Administration for the
Colorado READ Act

Link to the competencies broken down by grade level:
Supplemental Resource in the Cycle of Instruction Webinar
[http://www.cde.state.co.us/coloradoliteracy/professiona
ldevelopmentopportunities](http://www.cde.state.co.us/coloradoliteracy/professiona
ldevelopmentopportunities)

Student 1 - BOY

Kindergarten

■ Interim Assessment

- Phonological and decoding deficits

■ Diagnostic Assessment

- Phonological Awareness was solid
 - Sentences, Word, Rhyme, Onset-Rime
- Phonemic Awareness
 - Cannot isolate beginning, middle, or ending sounds of words
- Alphabetic Principle
 - Cannot name all letters
 - Knows letter-sound correspondences for very few letters
- Sight Words
 - Recognizes very few sight words

PA Objectives for Student 1

- Goal 1: Increase phonemic awareness to grade level proficiency as determined by interim assessment
 - Objective 1: Identify the beginning, middle, & ending phonemes in single syllable words with 85% accuracy within six weeks
 - Objective 2: Correctly segments single syllable, short vowel words with 85% accuracy within six weeks

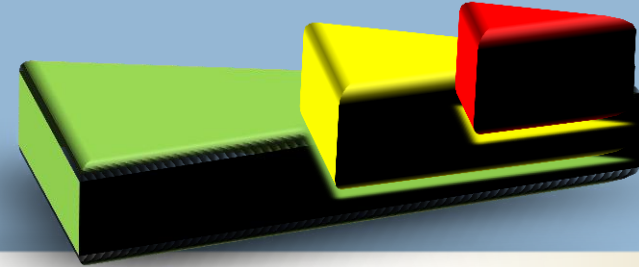
Phonics Objectives for Student 1

- Goal 2: Increase knowledge of alphabetic principle to grade level proficiency
 - Objective 1: Correctly identify all letter names in one minute or less
 - Objective 2: Correctly produce the primary sound for all letters with 85% accuracy within four weeks
 - Objective 3: Increase sight word vocabulary by at least 20 words within four weeks (Use Dolch or Fry word list)

Considerations for Oral Language, Vocabulary, and Comprehension

- Effective tier I universal instruction should include oral language, vocabulary, and comprehension instruction.
- There are minimum competencies for these in Kindergarten as well.
- These would not be addressed in the READ Plan because this student needs focused help on the foundational skills first.
- These would be addressed in classroom instruction, just not in the READ Plan (at this point).

Supports



- What type of supports will you provide this student?
(30 minutes daily small group instruction)
- What scientifically-based program do you have at your school that would address these goals and objectives?
(Early Reading Intervention (ERI), Burst, etc.)
- How will you progress monitor?
(What measure in your assessment would you use? i.e., DIBELS – FSF)
- How can you create structures that provide opportunities for active partnering with parents?
(FCRR activities, practicing sounds while driving, etc.)
- Is the student receiving any other services?
(SLP, after school tutoring, etc.)

Student 2 : BOY 2nd Grader

- **Interim Assessment**

- Indicates the student is struggling with phonics as well as oral reading fluency

- **Diagnostic Assessment**

- Indicates the student still has gaps in phonemic awareness and in phonics struggles with syllables and manipulation of sounds to make new words (onset/rime)
- Fluency and accuracy are impacted as well

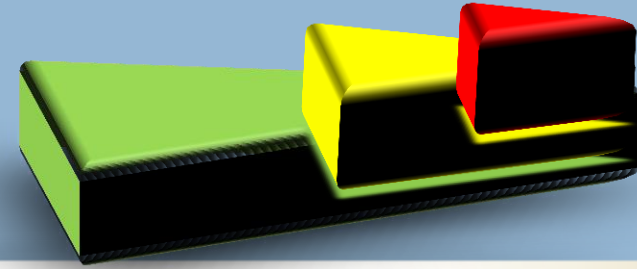
Student 2 : Goals and Objectives

- Increase phonemic awareness to grade level proficiency
 - Segment spoken single-syllable words into their complete sequence of individual sounds 85% of the time within four weeks.
 - Distinguish long from short vowel sounds in spoken single-syllable words 85% of the within four weeks.
- Increase phonics skills to grade level proficiency
 - Know the spelling-sound correspondences for common consonant digraphs 85% of the time within six weeks.
 - Decode two-syllable words following basic patterns (cannot, rabbit) by breaking words into syllables 85% of the time within six weeks.
 - Use onsets and rimes to create new words (ip to make dip, lip, slip, ship) 85% of the time within six weeks.
- Increase fluency to grade level proficiency
 - Read a minimum of 23 words per minute in the winter with fluency on a 1st grade passage.

Considerations for Oral Language, Vocabulary, and Comprehension

- Effective tier I universal instruction should include oral language, vocabulary, and comprehension instruction.
- There are minimum competencies for these in second grade.
- These would not be addressed in the READ Plan because this student needs focused intervention on the foundational skills.
- These would be addressed in classroom instruction, not in the READ Plan (at this point).

Supports



- What type of supports will you provide this student?
(30-45 minutes **daily** small group instruction)
- What scientifically-based program do you have at your school that would address these goals and objectives?
(Phonics Boost, Sound Partners, etc.)
- How will you progress monitor?
(What measure in your assessment would you use? i.e., DIBELS – PSF, NWF)
- How can you create structures that provide opportunities for active partnering with parents?
(FCRR activities, consistent reading practice, etc.)
- Is the student receiving any other services?
(SLP, after school tutoring, etc.)

Now You Try:

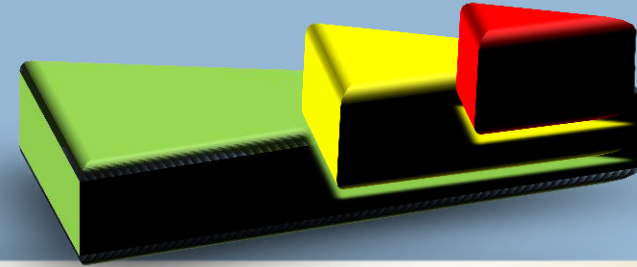
Student 3: MOY 2nd Grade

- **Interim Assessment**
 - Phonics and fluency concerns
- **Diagnostic Assessment**
 - Vowel teams in one and two syllable words
 - Slow, word-by-word reading
- Using this information, gathered from October to December, consider how might you update a READ plan to reflect the needs for this student to continue to work towards grade level proficiencies.

Student 3 – MOY 2nd Grade

- GOAL: Student will increase phonics skills to grade level proficiency :
 - Distinguish long and short vowels in regularly spelled one syllable words with 85% accuracy within six weeks.
 - Know spelling-sound correspondences for additional common vowel teams with 85% accuracy within six weeks.
 - Decode regularly spelled two-syllable words with long vowels with 85% accuracy.
- Goal: Increase fluency to grade level proficiency:
 - Read grade-appropriate irregularly spelled words with 85% accuracy.
 - Read a minimum of 72 words per minute in the winter with fluency on a second grade passage within six weeks.
- GOAL: Increase grade level comprehension skills:
 - Answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text 85% of the time.
 - Summarize the main idea using relevant and significant details in a variety of texts 85% of the time.

Supports



- What type of supports will you provide this student?
- What scientifically-based program do you have at your school that would address these goals and objectives?
- How will you progress monitor?
- How can you create structures that provide opportunities for active partnering with parents?
- Is the student receiving any other supports?

Planning for End of Year Conversations with Parents

- Within 45 days before the end of the school year, parents of students identified with a significant reading deficiency must be provided written notice containing the following:
 - (A) there are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, under state law, the parent, the student's teacher, and other personnel of the local education provider are required to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level;
 - (B) personnel of the student's school will work with the parent to schedule a date, time, and place for the meeting; and
 - (C) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.

Talking Points for Parents at the End of the Year

- At the meeting required by this section, the teacher and any other personnel selected by the local education provider shall, at a minimum, communicate to and discuss with the parent the following information:
 - (I) that there are serious implications to a student entering Fourth grade with a significant reading deficiency and, therefore, under state law, the parent, the student's teacher, and other personnel of the local education provider are **required to meet and consider retention as an intervention strategy** and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level;
 - (II) the importance of achieving reading competency by the end of third grade, because students who achieve reading competency by the end of third grade are more likely to graduate from high school and attain a postsecondary credential;

Talking Points for Parents at the End of the Year, Cont.

- (III) the student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level;
- (IV) the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level; and
- (V) the potential effects on the student if he or she does not advance to the next grade level.

Timeline of READ implementation: Found on the READ webpage

<http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp>

Year One 2012-13 Building Awareness and Initial Reporting	Year Two 2013-14 Full Implementation and Reporting	Year Three 2014-15 Continuous Analysis and Refinement	Year Four 2015-16 Continuous Analysis and Refinement	Year Five 2016-17 Continuous Analysis and Refinement
<p>CDE and/or District Activities</p> <ul style="list-style-type: none"> Regional outreach meetings Develop and adopt Rules for the Administration of the Early Literacy Grant and the READ Act Final year of Read to Achieve Develop regional technical assistance model READ plan sample made available to schools and districts Initial end-of-year reporting of students with a Significant Reading Deficiency Launch on-line resource bank of approved interim, diagnostic, and summative assessments (April) Regional support to districts through resources, training, and tools Launch on-line resource bank including advisory lists of instructional programming and professional development programs (July) 	<p>CDE and/or District Activities</p> <ul style="list-style-type: none"> First year of implementation of the Early Literacy Grant Distribution of per-pupil funds for students with a Significant Reading Deficiency Regional professional development on use and interpretation of early literacy assessments, instruction, intervention, and READ plan development Additional reporting requirements for districts including information about retention and use of per-pupil funds For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. Create READ plans for students with a Significant Reading Deficiency Use of approved interim assessment for all K-3 students and approved diagnostic assessments for students with a Significant Reading Deficiency 	<p>CDE and/or District Activities</p> <ul style="list-style-type: none"> Second year of implementation of the first cycle of the Early Literacy Grant Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. Accreditation ratings include the progress districts are making to advance students on READ plans (Fall 2014 – based on 2013-2014 assessment data) Identify in Unified Improvement Plans the strategies that will be used to address the needs of students identified with a Significant Reading Deficiency 	<p>CDE and/or District Activities</p> <ul style="list-style-type: none"> Third and final year of implementation of the first cycle of the Early Literacy Grant Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention For K-3 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. Accreditation ratings include the progress districts are making to advance students on READ plans (Fall 2015 – based on 2014-2015 assessment data) (Continued in subsequent years) Identify in Unified Improvement Plans the strategies that will be used to address the needs of students identified with a Significant Reading Deficiency (Continued in subsequent years) 	<p>CDE and/or District Activities</p> <ul style="list-style-type: none"> First year of a second cohort cycle of the Early Literacy Grant Regional professional development on use and interpretation of early literacy assessments, instruction, and intervention For K-2 students completing the year with a Significant Reading Deficiency, retention conversation is required, and the parent makes the final decision. For 3rd grade students completing the year with a Significant Reading Deficiency, retention conversation is required, and is subject to the Superintendent's or his/her designee's approval.

Removing a READ Plan

- Not just moving from intensive on interim assessment
- Must be at ***grade level proficiency*** based on a ***body of evidence***

Creating a READ Plan for ELs

READ Plan for English Learners Sample

Progress Monitor**

**This section would match your specific skill need and would correlate to the goals developed for the student. We would recommend using the Read Act minimum reading skill competencies aligned to the Language Proficiency Level according to the WIDA CAN DO Descriptors. [Attach Can Do Descriptors Student Profile Chart.](#)

Select One: A) Oral Language B) Vocabulary C) Phonemic Awareness D) Phonics E) Comprehension F) Fluency

ELD DOMAIN Selected: [Speaking](#), [Listening](#), [Reading](#) or [Writing](#)

ELD/LIT Objective (s)	PM1 DATE	Level	Comments	PM2 DATE	Level	Comments	PM3 DATE	Level	Comments
• Create a Content and Language Objective/ MPI	Click here to enter a date.	Click here to enter text.	Describe student's response as evidence by PM tool data dynamic.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Select One: A) Oral Language B) Vocabulary C) Phonemic Awareness D) Phonics E) Comprehension F) Fluency

ELD DOMAIN Selected: [Speaking](#), [Listening](#), [Reading](#) or [Writing](#)

ELD/LIT Objective (s)	PM1 DATE	Level	Comments	PM2 DATE	Level	Comments	PM3 DATE	Level	Comments
• Create a Content and Language Objective/ MPI	Click here to enter a date.	Click here to enter text.	Describe student's response as evidence by PM tool data dynamic.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Select One: A) Oral Language B) Vocabulary C) Phonemic Awareness D) Phonics E) Comprehension F) Fluency

ELD DOMAIN Selected: [Speaking](#), [Listening](#), [Reading](#) or [Writing](#)

ELD/LIT Objective (s)	PM1 DATE	Level	Comments	PM2 DATE	Level	Comments	PM3 DATE	Level	Comments
• Create a Content and Language Objective/ MPI	Click here to enter a date.	Click here to enter text.	Describe student's response as evidence by PM tool data dynamic.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

Select One: A) Oral Language B) Vocabulary C) Phonemic Awareness D) Phonics E) Comprehension F) Fluency

ELD DOMAIN Selected: [Speaking](#), [Listening](#), [Reading](#) or [Writing](#)

ELD/LIT Objective (s)	PM1 DATE	Level	Comments	PM2 DATE	Level	Comments	PM3 DATE	Level	Comments
• Create a Content and Language Objective/ MPI	Click here to enter a date.	Click here to enter text.	Describe student's response as evidence by PM tool data dynamic.	Click here to enter a date.	Click here to enter text.	Click here to enter text.	Click here to enter a date.	Click here to enter text.	Click here to enter text.

READ Plan for English Learners Sample

ELD Instructional Accommodations: In order to assist this student to achieve grade-level academic English proficiency as soon as possible, the following instructional accommodations are provided by all teacher(s) in all tiers of instruction, as checked:

Selected	ELD Instructional Accommodation	Selected	ELD Instructional Accommodation
	Sequencing with pictures / words /sentences		Refer to CDE ELL Accommodation Guide
	Thinking Maps or other graphic organizers		Also refer to WIDA's RtI2 for Social Cultural Factors
	Provide word banks		
	Visuals, <u>realia</u> , and demonstrations		
	Peer buddy (<i>Offer support, not running translation</i>)		
	Cooperative Group Structures: Think Pair Share, Flexible Grouping		
	Shorten spelling lists/fewer words		
	Provide sentence frames		
	Use simpler or familiar texts - <u>Lexile Level</u> _____		
	Alternative readings /ELD reading program		
	Writing assignments aligned to WIDA Writing Rubric/Can Do Descriptors		
	Translation dictionary (word to word dictionary)		
	Provide copy of class notes with headers and visuals		
	Audiotapes/CDs for high frequency words, stories, etc.		Other:
	Native Language Support		

Additional Reading Services / Reading Interventions: Tier I, Tier II and Tier III

The information listed below is designed to help develop reading proficiency and are above and beyond CORE instruction.

Level of Interventions: Choose an item. Intervention Program: Choose an item. If "Other" was selected please describe: [Click here to enter text.](#)

Universal Program: Select the Core program the student is receiving for reading instruction

Universal Program: Choose an item.

If "Other" was selected please describe: [Click here to enter text.](#)

Family Component [\(link to talking points\)](#)

To include family members in the development of the READ plan strategies must be given to implement at home that will supplement the services received at school.

PARENT COMMUNICATION:

DATE	Initial Communication	Comments	DATE	Communication	Comments	Date	Communication	Comments
Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.
PM1 DATE	Communication	Comments	PM2 DATE	Communication	Comments	PM3 Date	Communication	Comments
Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.	Click here to enter a date.	Choose an item.	Click here to enter text.

Classroom Teacher: _____ Signature: _____ Date: _____

ELD Teacher: _____ Signature: _____ Date: _____

Administrator: _____ Signature: _____ Date: _____

Parent Acknowledgement of School's Language Development Plan: Date: _____

Parent Name: _____ Parent Signature: _____

Supplemental Services

Identify any additional services the teacher deems available and appropriate to accelerate the student's reading skill development.

TYPE OF SERVICE: [Choose an item.](#) FREQUENCY OF SERVICE: [Click here to enter text.](#)

HOW THE SERVICE WILL ACCELERATE READING SKILL DEVELOPMENT: [Click here to enter text.](#)

READ ACT I

How was per-pupil funding used for this student, indicate as many as apply to the student.

READ Act Minimum Skill Competencies: Kindergarten to Third Grade Vertical Articulation

5.01 Kindergarten Minimum Reading Competency Skill Levels:	5.02 First Grade Minimum Reading Competency Skill Levels.	5.03 Second Grade Minimum Reading Competency Skill Levels.	5.04 Third Grade Minimum Reading Competency Skills.
Set forth below are the Minimum Reading Competency Skill Levels based on the Colorado Academic Standards that must be attained by the end of the year that have a significant correlation to reading on grade level. Throughout the school year, the teacher must collect a body of evidence in order to determine whether the student demonstrates mastery of the following skills.			
(B) Phonemic Awareness.	(A) Phonemic Awareness.	(A) Phonemic Awareness.	(A) Phonemic Awareness.
5.01 (B) (1) Blend and segment the onset and rime of single syllable spoken words;	5.02 (A) (1) Orally produce single-syllable words by blending sounds, including blends;	5.03 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.	5.04 (A) (1) The student must be able to demonstrate all of the phonemic awareness skill competencies outlined in Kindergarten and First grade.
5.01 (B) (2) Identify phonemes for letters;	5.02 (A) (2) Segment spoken single-syllable words into their complete sequence of individual sounds;		
5.01 (B) (3) Identify the initial, medial, and final phoneme of spoken words	5.02 (A) (3) Distinguish long from short vowel sounds in spoken single-syllable words.		
5.01 (B) (4) Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words			
5.01 (B) (5) Add or substitute individual sounds in simple, one-syllable words to make new words.			

PA Objectives for Student #1

For ELs add ELD **language function** and **scaffold** aligned to language proficiency level

- Goal 1: Increase phonemic awareness to grade level proficiency as determined by interim assessment

Objective1: ACCESS Level 1

- Identify the beginning, middle, & ending phonemes in single syllable words with 85% accuracy within six weeks
- Sort and identify (language function) the beginning, middle, & ending phonemes in single syllable words with 85% accuracy using manipulatives (language scaffold).

(Example: Student touches colored blocks as they identify beginning, middle, and ending sounds)



Phonics Objectives for Student #2

Second Grade

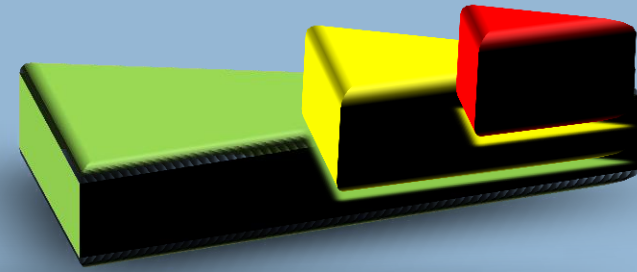
For Els, add **ELD language function and scaffold** aligned to language proficiency level

- Goal 2: Increase phonics skills to grade level proficiency

Objective : ACCESS Level 3

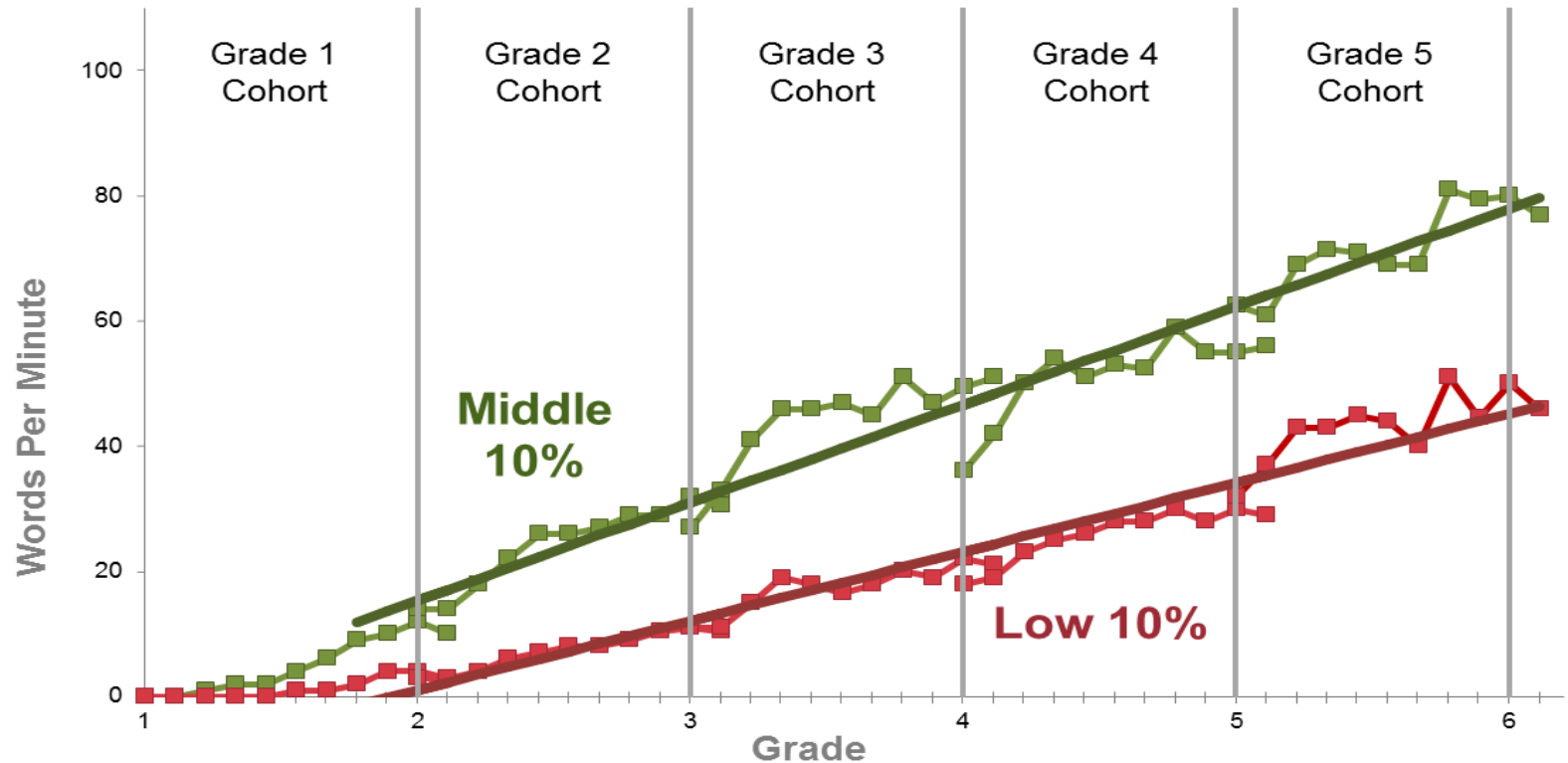
- Know the spelling-sound correspondences for common consonant digraphs 85% of the time within six weeks.
- Connect (language function) the phoneme to the grapheme for common consonant digraphs 85% of the time with a partner (language scaffold) within six weeks.

Supports



- What type of support will you provide this student?
(30-45 minutes daily small group instruction with a reading interventionist or EL teacher)
- What Scientifically-Based program do you have at your school that would address these goals and objectives?
(I-READY or REACH Into Phonics)
- How will you progress monitor?
(WIDA MODEL assessments or I-READY progress monitoring assessments)
- What parent activities can you suggest?
(Parent activities posted on ELL page in English and Spanish)
- Is the student receiving any other services?
(Tier I and II ELD support by ELL teacher)

READ Act: Prevention is the Key



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review*, 27, 740-753. [Joint publication with *Educational and Child Psychology*.]

Questions?