

# READ Plans Checklist

## Unpacking Required Elements



**COLORADO**  
Department of Education

The Colorado Reading to Ensure Academic Development Act (READ Act) states specific processes and elements to be a part of READ Plan creation and ongoing support. This resource document will review the required elements designated in legislation for READ Plan creation as well as what is required for ongoing, active READ Plans.

The READ Act calls for the following to be included in READ Plans:

- Screening or interim assessment results, diagnostic assessment results including specific skill deficiencies identified
- end of year goal as well as ongoing objectives to meet the end of year goal,
- aligned interventions and services that are in addition to 90 minutes of evidence-based universal instruction,
- progress monitoring,
- specific family communication and involvement in supporting the READ Plan,
- supplemental services, and
- a plan for progress monitoring to ensure that interventions are matched to specific skill deficiencies and students are making progress toward grade level competencies.

To support deeper understanding of the call to action as set forth in READ Act Legislation and State Board of Education Rules, the following definitions have been provided.

### Key words as defined by the READ Act & State Board of Education Rules

**Evidence-Based:** *The instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in adequately increasing students' reading competency in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, including oral skills, and reading comprehension (1 CCR 301-92, 2.11).*

**Scientifically Based:** *The instruction or item described is based on research that applies rigorous, systematic, and objective procedures to obtain valid knowledge that is relevant to reading development, reading instruction, and reading difficulties (1 CCR 301-92, 2.32).*

**\*Systematic Instruction:** *A carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it differently (1 CCR 301-92, 2.38).*

**Local Education Provider:** *A school district, a board of cooperative services, a district charter school, or an institute charter school (1 CCR 301-92, 2.20).*

**Intervention:** *The practice of providing scientifically based, high-quality instruction and progress monitoring to students who are below proficient in reading. (1 CCR 301-92, 2.15). \*As defined above*

The remaining pages unpack the required READ Plan elements in a checklist format.

## READ Plan Initiation and Implementation

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Screening Results</b></li> <li><input type="checkbox"/> <b>Diagnostic Results</b></li> <li><input type="checkbox"/> <b>Specific Skill Deficiency</b></li> </ul> | <p><b>Screener:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An approved <a href="#">Interim Assessment</a> utilized and score documented within the READ Plan</li> <li><input type="checkbox"/> Consider a designated 2 week testing window to ensure comparable data points in your system</li> </ul> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> An approved <a href="#">Diagnostic Assessment</a> utilized for all students falling below the cut score and identified as at risk of having a Significant Reading Deficiency (SRD) in order to identify their <i>Specific Skill Deficiency</i></li> <li><input type="checkbox"/> Scores (results) documented within the READ Plan</li> </ul>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Read Plan Goals/Benchmarks</b></li> </ul>   | <p><b>READ Plan Goals/Benchmarks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> READ Plan has an end of year goal that is aligned to the student’s current Screener and Diagnostic results</li> <li><input type="checkbox"/> READ Plan has short term objectives/targets that align to current data progress towards meeting end of year goal</li> <li><input type="checkbox"/> Goals &amp; Objectives/Targets are kept up to date and revised as appropriate</li> </ul>   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Interventions / Services</b></li> </ul>   | <p><b>Interventions/Services:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Intervention and/or services are documented within the READ Plan and being provided to every K-3 student who is identified as having a Significant Reading Deficiency (SRD)</li> <li><input type="checkbox"/> Intervention and/or services match the Specific Skill Deficiency identified</li> <li><input type="checkbox"/> Documented intervention and/or services align to Scientifically Based/Evidence-Based instruction</li> <li><input type="checkbox"/> READ funds (<i>designated monies for identified pupils with an SRD</i>) utilized for interventions are aligned with the *Advisory lists provided by CDE</li> <li><input type="checkbox"/> Intervention programs and services are kept up to date and revised as appropriate within the READ Plan</li> </ul> <p>*Advisory List for <a href="#">Intervention</a> Programs and <a href="#">Supplemental</a> Programs</p> |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Universal Programming</b></li> </ul>  | <p><b>Universal Programming:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Document Tier 1 instructional reading programming within the READ Plan</li> <li><input type="checkbox"/> Tier 1 instructional reading programming being implemented is <u>scientifically based or evidence based</u> and at minimum includes all five components of reading</li> </ul> <p>*Advisory List for Comprehensive <a href="#">Core</a> Programs</p>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Progress Monitoring</b></li> </ul>  | <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Local Education Provider has a plan in place to monitor and evaluate progress on goals and objectives</li> </ul>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Family Communication</b></li> </ul>   | <p><b>Family Communications:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Receives on going, regular updates from the student’s teacher concerning results of the intervention as described in the READ Plan and student’s progress</li> <li><input type="checkbox"/> Strategies for parents to use; designed to supplement the programming described in READ Plan</li> <li><input type="checkbox"/> Consider communication with parents around the progress they are seeing with READ Goal supports being done at home.</li> </ul> <p><b><i>The teacher shall communicate with the parent in a language the parent understands.</i></b></p>  |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Supplemental Services</b></li> </ul>  | <p><b>Supplemental Services:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In addition to literacy intervention and supports, with parent approval, students on READ Plans may be provided mental health support from the school psychologist, school social worker, or school counselor.</li> </ul>   |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>READ Plan Documentation</b></li> </ul> <p>Required but not a written component of the actual READ Plan</p>  | <p><b>Documentation:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Current version and all previous versions of the READ plan are kept in student’s permanent academic file and will transfer with student</li> </ul>  |

## Active READ Plans

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What is required for ongoing READ Plans?

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| <p><input type="checkbox"/> <b>READ Plan Documentation</b></p> <p>Required but not a written component of the actual READ Plan</p> | <p><b>Documentation:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Current version and all previous versions of the READ plan are kept in student's permanent academic file and will transfer with student</li></ul>   |
| <p><input type="checkbox"/> <b>Monitor and Evaluate Progress</b></p>   | <p><b>READ Plans: <i>Initial year of SRD identification or still not at grade level competency</i></b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Implement and continually revise READ Plan until student has met grade level reading competency</li><li><input type="checkbox"/> Minimally once a year</li></ul> <p><b>Identified as having an SRD for second or subsequent school year:</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> READ Plan is revised to include additional, more rigorous strategies &amp; <u>intervention</u></li><li><input type="checkbox"/> Student is provided an increased daily time in school for reading instruction beyond what was received in the initial year</li><li><input type="checkbox"/> Student receives reading instruction from a highly qualified or effective <u>teacher</u> with expertise in teaching reading</li></ul> |

## Additional Support

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The Office of Elementary Literacy and School Readiness provides support to schools and districts. Contact your [Regional Literacy Consultant](#) for more information.

Where can I learn more?

[READ Act Statute and State Board Rules](#)

[CDE READ Act Website](#)

[READ Plan Resources](#)