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

What does “reading significantly below grade level” mean?
A student who is reading significantly below grade level is reading one year or more below his/her current grade level. Research shows that reading at grade level by the end of the child’s third grade school year is essential for future success in school and beyond.

What is a READ Plan?
READ Plans are individual intervention plans for students identified as performing significantly below grade level in reading. A READ Plan is created to help determine your child’s greatest needs in reading. It outlines what the school will do and what can be done at home, in order to improve your child’s reading ability.
**Assessment**
Your child’s teacher uses the DIBELS/IDEL Assessment (Grades K-3) or the STAR Reading assessment (Grades 4-9) to determine each child’s reading level. These assessments are used to measure student’s literacy skills. If your child is an English Language Learner, state language assessment scores (ACCESS) provide information on your child’s English language development. Both reading and language development levels are considered within a READ Plan. Reading and writing in more than one language is such a beneficial skill. We are here to work together to support your child’s reading and development of English.

**Home Support**
You also play an important role in supporting your child to reach grade level competency in reading. You are encouraged to use the suggestions here and other support materials to help your child in his/her reading success.

**Working Together**
READ Plans work best when there is a partnership between your family and your child’s teacher, in both creating and implementing the plan. Please plan a meeting with your child’s teacher to discuss READ plans and look to them for resources, materials, and suggestions.

**End of Year**
Your child’s READ Plan will be revisited with you and his/her teacher so that you can plan for the next year. Some children may need more than one year to catch up. There are many measures that can be taken, and retention is an option, but this is usually not the most appropriate solution for children.

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**How can I help my child with reading at home?**

Read the suggestions below.

Your child’s teacher may share ideas, too.

- Attend parent-teacher conferences and school functions.
- Visit the local or school library with my child and check out audio books or download ebooks to listen to my child in the car or at home.
- Communicate with the teacher concerning important information and concerns.
- Create structures and/or routines at home to support reading and homework.
- Help my child complete activities provided by the teacher.
- Help my child meet his/her responsibilities as a student.
- Leave notes on mirrors, refrigerators, and counters that my child will want to read.
- Let my child know that I think school and learning are important.
- Limit TV and video games.
- Praise my child for efforts and accomplishments and encourage my child to do his/her best each and every day.
- Read out loud, discuss, and enjoy books with my child in my preferred language.
- Read the books my child reads and have engaging, fun discussions.
- Read to my child, read with my child and choose books that my child can read independently while I listen.
- If my child is stuck, I will provide encouragement, "Let's read that part again and make it look right, sound right and make sense.'
- Ask questions about the reading: 'What has happened so far? 'Why do you think the character did that? 'What will you learn from this book? 'Why did the author write this?"