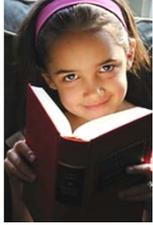




**Reading**  
Connection to Academic and Vocational Success

**3rd Grade** reading levels are strong predictors of:

- ninth grade course performance
- high school graduation
- college attendance




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**Early Literacy Gaps**

- Disparities in language development emerge in infancy and widen in toddlerhood.
- Low-income children entering kindergarten are typically 12-14 months below national norms in language and pre-reading skills.
- Nearly 40% of incoming kindergartners nationwide enter school without the basic language skills they need to learn to read.

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Arizona is facing an early literacy crisis.





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Data Integration and Systems Linkages

Devising strategies for improvement through data integration, data-driven decision making, research, and evidence-based solutions.




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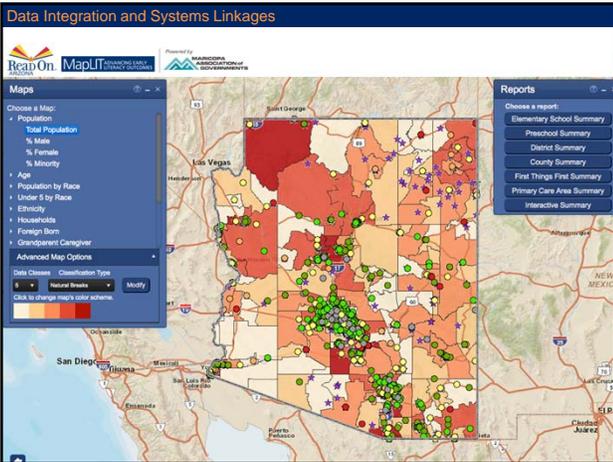
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Data Integration and Systems Linkages




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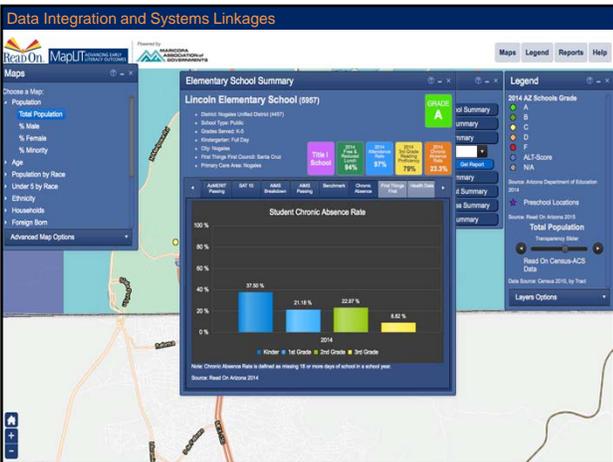
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Data Integration and Systems Linkages



Grade	2013	2014
Kindergarten	37.00%	21.18%
1st Grade	21.18%	22.87%
2nd Grade	22.87%	8.00%
3rd Grade	8.00%	-

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The Preschool Years

Pages 8-9

- Arizona Early Learning Standards
- Dialogic reading
- Adult support
- Intentional play

**Key Milestones for What a Child Should Know or Do Between 3 and 4 Years Old**



**5 KEY COMPONENTS OF EARLY LITERACY STRATEGIES FOR 3 AND 4 YEAR OLDS:**

1. Reading aloud to children to an interactive and conversational style	2. Phonological awareness development by playing with the separate sounds within spoken words	3. Phonological awareness with letters of the alphabet and corresponding sounds	4. Writing opportunities for children to experiment with writing	5. Reading an understanding of print concepts
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**INDICATORS OF DEVELOPING EMERGENT LITERACY**

<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Phonological awareness</li> <li>Alphabet knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Phonological awareness</li> <li>Expressive language and communication skills</li> <li>Handwriting</li> <li>Phonological awareness</li> <li>Alphabet knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension</li> <li>Early writing, processes, and writing motivation</li> <li>Concepts of print</li> <li>Book handling skills</li> </ul>
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Note: The indicators used throughout this report align and connect with Arizona Early Learning Standards.

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**Text Analysis: Pre-K Read Aloud**



In April, Hermit Crab passed a flock of starfish moving slowly along the sea floor. "How handsome you are!" said Hermit Crab. "Would one of you be willing to decorate my house?" "I would," signalled a little sea star.

Carefully, Hermit Crab picked it up with his claw and put it on his house.

*A House for Hermit Crab*  
By Eric Carle



In June, Hermit Crab came to a group of snails crawling over a rock on the ocean floor. They grazed as they went, picking up algae and bits of debris, and leaving a neat path behind them. "How tidy and hard-working you are!" said Hermit Crab. "Would one of you be willing to come and help clean my house?" "I would," offered one of the snails. Happily, Hermit Crab picked it up with his claw and placed it on his shell.

What do you notice about this text? What makes it challenging?



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Discussion on Pre-K Text

What jumps out at you?

What are the unusual words?

What do you notice about grammar?

Talk through the skills a child would use to understand the story.



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Family Involvement to Family Engagement

Pages 25-29

- Building true partnerships
- Family engagement focused on literacy




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## HARVARD EARLY LITERACY INSTITUTE

Enhancing and Extending the Continuum of Effective Literacy Practices:

- Common performance measures
- Programs designed for impact
- Mapping for balance in a community



**LECTIO**  
Program Design Evaluation Tool

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#ReadOnArizona

Increase the quality of children's language and reading environments across the many settings in which they are growing up, from birth to age 9

<b>Program Design &amp; Implementation for Impact</b>	Ongoing Assessment of Children & Settings	Re-Defined Adult Capacity-Building Models	Language-Rich, Rigorous, and Engaging Curricula	Partnerships with families focused on language & learning
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Lesaux et al. (2010) Turning the Page: Refocusing Massachusetts for Reading Success

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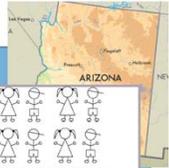


### Today's Population

#### U.S. Children...

- 25% of children, ages 0-5, live in poverty
- 24% are children of immigrants
- 46% of children age 3 to 4 enrolled in early education and care

#### AZ Children...



- 29% of children, ages 0-5, live in poverty
- 28% of children and youth are children of immigrants
- 33% of children age 3 to 4 enrolled in early education and care

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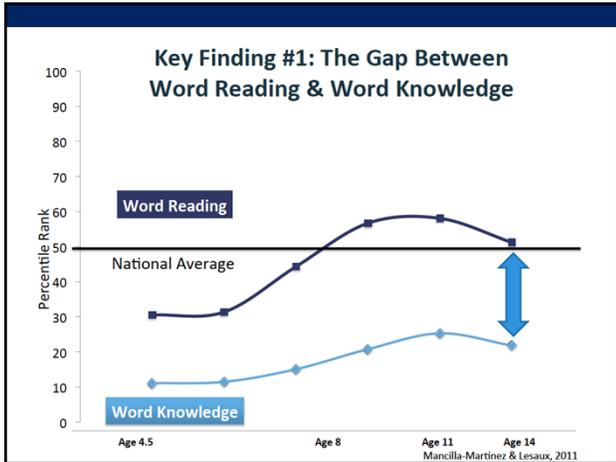
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### Why This Gap? Two Different Problem Spaces

Code-based skills	Meaning-based Skills
<p>/H/</p> <p>"-igh family"</p> <p>high</p> <p>sigh</p> <p>thigh</p> <p>4 sounds, 1 word:</p> <p>/s/ /p/ /ee/ /d/</p> <p>115+ words correct per minute (grade 5)</p>	<p><b>High-Speed Trains</b></p> <p>A type of high-speed train was first introduced in Japan about forty years ago. The train is low to the ground, and its nose looks somewhat like the nose of a jet. These trains provided the first passenger service that moved at a speed of one hundred miles per hour. Today, they are even faster, traveling at speeds of almost two hundred miles per hour. There are many reasons that high-speed trains are popular.</p>
	<p>Cognitive strategies</p> <p>Vocabulary</p> <p>Relevant background knowledge</p> <p>Understanding of language</p> <p>Interest and motivation</p>

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### CHANGING TEXT DEMANDS

**The Train Trip**  
Grade 1

I like to ride the train.  
I can walk all around the train car whenever I want.

**Economic and Governmental Forces: Their Impact on American Railroads in the Twentieth Century**  
High School

And so began one of the biggest populist campaigns ever seen in America – the crusade to harness the railroad robber barons. Before long, that drive had spread to Washington where in 1887, Congress legislated not out of reason but out of fear to create the Interstate Commerce Commission. Remember that in the days of a relatively powerless federal government, the railroad industry budget was many times the size of the federal budget.

**High-Speed Trains**  
Grade 5

A type of high-speed train was first introduced in Japan about forty years ago. The train is low to the ground, and its nose looks somewhat like the nose of a jet. These trains provided the first passenger service that moved at a speed of one hundred miles per hour. Today, they are even faster, traveling at speeds of almost two hundred miles per hour. There are many reasons that high-speed trains are popular.

LANGUAGE DIVERSITY AND LITERACY DEVELOPMENT RESEARCH GROUP

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### KEY FINDING #2: ACADEMIC, EMOTIONAL, AND SOCIAL CAPABILITIES ARE INEXTRICABLY INTERTWINED

LANGUAGE DIVERSITY AND LITERACY DEVELOPMENT RESEARCH GROUP

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### IMPLICATIONS FOR OUR WORK

**Common Pitfall**

**Approaching development as the composite of isolated domains**

**What We're Learning**

**Design settings and programs that focus on multiple domains of development**

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# HARVARD EARLY LITERACY INSTITUTE

## CASE 2: Kindergarten Readiness

To support 4- and 5- year-olds deemed at-risk on an early literacy screener, the preK classrooms made a change to their typical whole-group story hour on Tuesday and Thursday afternoons. During this time, they began a reading initiative led by community volunteers. Capitalizing on a partnership with the business community, this initiative recruits employees from the nearby businesses to make a 10-month commitment, dedicating two hours weekly to read to participating children. At the outset, all volunteers attend a 2-hour training and information session. Each week, the volunteer is assigned a pair or trio and reads a high-interest book selected from a collection put together with the participating children in mind. To monitor the children's literacy growth over the course of the year, during the fall, spring, and winter the teachers assess letter and word recognition as well as story retell skills. The goal is that by the year's end, these at-risk children will be "kindergarten ready."

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#ReadOnArizona

### Discussion on Case Study #2

What are the strengths?

What could be done differently to improve outcomes?



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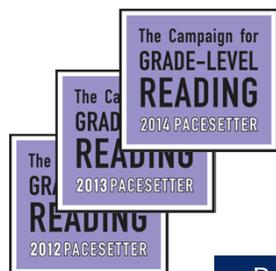
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CHALLENGE: Too little awareness and attention given to early literacy

Read On solution: Increase community awareness and engagement.



Read On Communications

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Early Literacy Guide for Families



Page 4

# Move On When Reading

## ARIZONA'S PUSH FOR EARLY LITERACY ARIZONA'S THIRD GRADE READING RETENTION LAW (A.R.S.§15-701)

Arizona law A.R.S.§15-701, also known as the "Move On When Reading" policy, requires that a student not be promoted from third grade to fourth grade if he or she scores well below the requirement on A+MERIT, the state English and language arts assessment, which also includes reading. This indicates that the child is reading at a much lower level than is expected of a third-grader and needs additional help.

The purpose of the policy is to give children who have significant reading challenges more time to learn. It ensures that these students will receive the intensive instruction they need to accelerate their learning and catch up in reading.

**IF A CHILD SCORES WELL BELOW THE REQUIREMENT...**  
He/she may be eligible for promotion from third grade through "good cause exemptions" — such as:

- An English Language Learner or limited English proficient student who has had fewer than two years of English language instruction.
- A student with a disability (as defined in section 15-761 of the Third Grade Reading Retention law) who has a recommendation from an individualized education program (IEP) team; the student's parents/caregiver must also agree that the promotion to fourth grade is appropriate based on his/her IEP.
- A student in the process of a special education referral or evaluation for placement in special education and/or a student diagnosed as having a significant reading impairment, including dyslexia.



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**CHALLENGE: Lack of communication and coordination between efforts**

**Read On solution: Create and utilize the Read On communities network, a collaborative effort in each community to fill the literacy gaps.**

**Read On Communities to Date**

• Avondale	• Mesa
• Baber	• North Gila County
• Buckeye	• Phoenix
• Bullhead City	• Florence
• Chandler	• Roosevelt
• Cochise County	• Saltville
• Copper Country	• San Carlos Apache Tribe
• Flagstaff	• Santa Cruz County
• Globe/Miami	• Scottsdale
• Goodyear	• Tempe
• Greater Surprise	• Tucson
• Huskisson	• Yuma

**Read On Communities**

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**Community Highlight**

**Kith and Kin Literacy**

Provides one-on-one language and literacy training and technical assistance in home based child care settings.

**Scope**  
Increased number of activities related to language and literacy in family, friend and neighbor settings.

**Impact**  
Statistically significant outcomes noted with Child/Home Early Language and Literacy Observation (CHELLO) tool; overall score went from 42.39 to 74.99.

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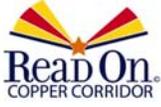
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Community Highlight



Reach Out and Read

Local health clinics have created reading corners in waiting rooms to encourage families and children to read and interact. Every family that visits the clinic is able to browse through a wide variety of books and select one book to take home.

Scope  
Two clinics that service over **500 children and families.**

Impact  
Providing early literacy education to parents and caregivers, increasing access to and ownership of books for young children, and increasing school readiness.



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Community Highlight



Raising A Reader

Make Way for Books offers this parent education series that fosters healthy brain development, parent-child bonding, and emergent literacy skills critical for success.

Scope  
Participants enjoy stories, practice newly gained skills, and share food, all while building community and discovering the wonderful world of books.

Impact  
**98%** of participating parents reported that they **shared books more often** with their children following the program  
**86%** of parents reported feeling **more confident** in their role as their child's first, best teacher.



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Community Highlight



Kinder Camp

Designed to prepare incoming kindergarten students who had little-to-no preschool experience to become academically and socially ready for their first day of school.

Scope  
**77** children from the Yuma community participated in 2014; **60%** had not attended preschool.

Impact  
After attending Kinder Camp, **44%** of those who had not attended preschool were considered **ready across all domains.**



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LEARNING TO READ AND BEING  
3<sup>RD</sup> GRADE  
READING  
MATTERS

**Q&A**  
**How Can You Plug In?**

**Terri Clark**  
Arizona Literacy Director  
tclark@readonarizona.org  
480-556-7151  
www.readonarizona.org

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