

Filling the Gaps to Advance Early Literacy



When Arizona Reads, Arizona Thrives



Why Literacy?

- the 21st Century skill
- the “4 Cs” of 21st Century education

critical thinking
communication
collaboration
creativity

- the demand for high standards of reading/writing proficiencies required by today’s society

Reading — the Connection to Academic and Vocational Success

3rd Grade

reading levels
are strong
predictors of:

- Ninth grade course performance
- High school graduation
- College attendance



Early Literacy Building Blocks

Early
language
abilities
are
directly
related
to later
reading
abilities

Language is the
precursor to reading

Language Matters — Amount

Preschoolers whose parents read to them, tell stories, and sing songs tend to develop larger vocabularies, become better readers, and perform better in school.

Amount of language a child hears affects processing speed and later vocabulary

Amount and diversity of verbal stimulation fosters early and rich language outcomes



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

Overview

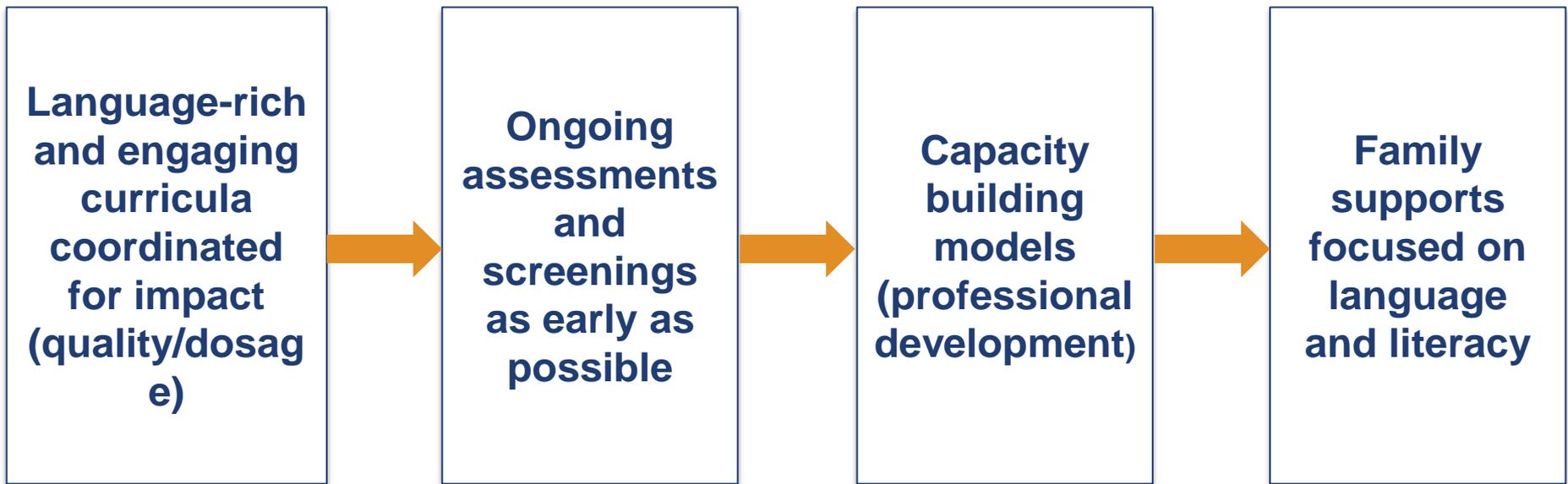


MISSION: Read On Arizona is a statewide public/private partnership of agencies, foundations and community stakeholders who are committed to a collaborative approach to improving language and literacy outcomes for Arizona's children from birth to age eight.



A model early literacy continuum (Birth to age 8)

The right program at the right time for every child



Outcome Goal: 3rd grade reading proficiency



SOLUTION: An Early Literacy Continuum

Building the continuum:

- **Alignment** of key stakeholders (cross sector engagement)
- **Framework** for collaboration (process/gap analysis/plan)
- **Momentum** to achieve results



Visionary Community Goals

- Increase the % of students reading at or above grade level by 3rd grade to 100%.
- Increase the % of children demonstrating school readiness at kindergarten entry in the language and literacy domain.
- Drive change through capacity building, group solutions, continuous instructional improvement, and integrated systems.

So that every child enters kindergarten ready for school success and stays on track for college and career success.



Collaborative Partners

- Achievement Learning
- Advocacy and Communication, Inc.
- America Reads
- Arizona Academy of American Pediatrics
- Arizona Association Education of Young Children
- Arizona Board of Education
- Arizona Business Education Coalition
- Arizona Center for Afterschool Excellence
- Arizona Charter Schools Association
- Arizona Community Foundation
- Arizona Department of Education
- Arizona K-12 Center
- Arizona Literacy and Learning Center
- AZ PTA
- Arizona Ready Education Council
- Arizona State Library
- ASU, Mary Lou Fulton Teachers College
- Association for Supportive Childcare
- ATI Online
- AZ K-12 Center
- Bookpals
- Boys and Girls Club
- BUILD Arizona
- Catholic Charities
- Central Arizona College
- Chicanos Por La Causa
- Children's Action Alliance
- Childsplay
- The Children's Museum of Phoenix
- City of Buckeye
- City of Chandler
- City of Flagstaff
- City of Goodyear
- City of Mesa, Mayor Smith's Office
- City of Phoenix, Mayor Greg Stanton's Office
- City of Scottsdale
- City of Tempe
- City of Tucson, Mayor Rothchild's Office
- Cochise County Office of Education
- Educare Arizona
- Eight, Arizona PBS
- Expect More Arizona
- Experience Corp., AARP
- Experience Matters
- First Book
- First Things First Regional Councils
- Flinn Foundation
- Governor's Office of Education Innovation
- Grand Canyon University
- Greater Phoenix Economic Council
- Greater Phoenix Leadership
- Greater Phoenix Management Educational Council
- Head Start State Collaboration Office
- Helios Education Foundation
- International Dyslexia Association-AZ
- Jumpstart
- KPMG
- Lakeshore Learning
- Literacy Connects
- Make Way For Books
- Maricopa County Head Start
- Maricopa County Library
- Mesa Community College
- National Center for Family Literacy
- Northern Arizona University, College of Education
- Parent Teacher Association of Arizona
- Paradise Valley Community College
- Parents Education Network- Phoenix
- Pascuay Aquí Community Library
- Phoenix Public Library
- Pima Community College
- Raising A Reader
- Raising Special Kids
- Reach Out and Read Arizona
- Reading Is Fundamental
- Rodel Foundation
- Sanford Inspire Program
- Santa Cruz County Office of Education
- Southwest Human Development
- Southwest Institute for Families and Children
- Stand For Children
- Target
- Town Globe
- Town of Miami
- Town of Payson, Star Valley, Pine, Strawberry, Tonto Basin, and Young
- Toyota Family Literacy Program
- United Way of Northern Arizona
- United Way of Tucson/Southern Arizona
- United Way of Yuma County
- University of Arizona, College of Education
- Valley of the Sun United Way
- Virginia G. Piper Charitable Trust
- And more....

Challenges / Solutions

- Lack of information on critical factors prevents solutions.
- Data Integration and system linkages
- Lack of communication and coordination between efforts
- Read On Cities Network- a collaborative effort in each community to fill the literacy gaps
- Insufficient access to programs that work
- Continuum of effective practices
- Too little awareness and attention given to early literacy
- Community awareness and engagement



Statewide 10-year Literacy Action Plan

- Ongoing introduction of evidence based practices
- Building a community of practice between regions
- National recognition of statewide model
- Assistance- Move On When Reading Literacy Plans
- Launched ReadOnArizona.org
- Early Literacy Guide for Families
- Summer Reading Collaborative
- Data Integration pilot



Statewide Collaborative - Resources

Read On ARIZONA

Connect Us

Search

About Us Summer Reading Read On Network Literary Resources Partners

When Arizona Reads
Arizona Thrives

Our Mission

Read On Arizona is a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age eight over the next ten years. Read On Arizona is committed to helping create an early literacy system that delivers the right program at the right time for every child. [Read More >](#)

Learn more about the Read On Network.

Find a Book Dig into Reading Find a Library

Read On ARIZONA
When Arizona Reads, Arizona Thrives

Connect with Your Child through **READING!**

50 FUN IDEAS

- 1 Try a New Genre**
Encourage children to develop an interest in a variety of genres such as adventure, mystery, fantasy and poetry.
- 2 Word Games for Everyone**
Lead by example—exercise your mind by doing crossword puzzles, word jumbles and word searches. Play board games as a family to develop vocabulary skills.
- 3 Current Events**
Encourage family members to develop a habit of reading and discussing items from the daily newspaper to keep up-to-date on what is happening around the world.
- 4 Transitions Tunes**
Sing with young children every day to help them make transitions. Make up songs about daily activities such as waking up, taking a walk, or going to the store.
- 5 Young Illustrators**
Ask your children to illustrate stories and engage them in dialogue about their artwork so the family can continue to talk about it and so children can see their progress.
- 6 Bring Home a Book**
Be reading into an outing. If you're going to a museum, bring home a book about a favorite exhibit, so children see reading as an experience.
- 7 Author Study**
Help your children learn more about a favorite author. Look up titles of other books by that author, and help your child send a letter or email to the author.
- 8 Reading Journal**
Help your child keep a journal of what books he or she reads. Include the book title, author, what your child liked or didn't, and a simple rating system (make it fun with stars or stickers).
- 9 Stop!**
Point out signs during the day and read them together. Talk about what the symbols on the sign mean.
- 10 Scavenger Hunt**
Hide a special book for your child. Write out simple clues and have a scavenger hunt to find the book.
- 11 Living Room Theatre**
Read a story and then act it out using puppets, dolls, or stuffed animals.
- 12 Let the Pictures Tell the Story**
With your child, look at the pictures in a book and guess what happens. Then, read it together to see if you were right!
- 13 Play with Your Food**
It is for Noodles! Help your child spell their name or form the letters of the numbers using cooked spaghetti noodles.
- 14 Simon Says...**
By playing the listening game, your child will get practice listening carefully and following directions—two things that are important on school days.
- 15 Spell My Name**
Help your child cut out letters from a newspaper or magazine. Try to find the letters in your child's name and your name. Together, string together the letters to spell the names.
- 16 Make Your Own Story**
Look at the pictures in a book or magazine together. Try to make up a story using the pictures.
- 17 At Home with the Gnome**
Make up rhymes about things you see in your home and do you up about your daily routine. "Step over the dog like he's a log." "Would you like to share my star?"
- 18 Talk About Reading**
Read to your child books that were your favorites when you were a child, and talk about why you loved them.
- 19 The Best Part of Your Day**
Tell your child how much you enjoy reading with him or her. Talk about story time as the favorite part of your day.
- 20 Read Together**
Keep reading to your child even after the beams to read. A child can listen and understand more difficult stories than she can read on her own.
- 21 Improving Reading Comprehension**
Show your child how events in the book are similar to events in your child's life.
- 22 Reading Together**
Invite your child to join in whenever there is a repeated phrase in the text.
- 23 Storytelling**
Encourage him to tell you stories, to put happenings into a logical order.

www.ReadOnArizona.org

McDonald's hosts
Family Reading Day
Día de Leer con la Familia

Saturday, November 2 at 1 pm
Sabado, 2 de Noviembre, a las 1 pm

FREE BOOKS!
We're giving away 25,000* books to encourage early reading!

- A FREE 30-minute book for the first 100 children who visit their local McDonald's. *Books are for ages 4-10 for 10-12 grade. Program runs 11/1-11/10.
- FREE Read to Arizona We see the When Reading Family Library books for Families! A reading log with each book is available for parents.
- FREE Reading Assessments. Measure Reading. See how far you've come. Start beginning in 2013 and help your child reach their reading goals.
- Visit our Facebook page for McDonald's reading events and updates.
- FREE Fun for Kids.

Bringing Early Literacy Into Focus (statewide)

Early Literacy Guide for Families (available in English and Spanish):



Early Literacy Guide for Families

Guía de Alfabetización Temprana para las Familias

This guide is for any parent or caregiver of an Arizona child age birth through third grade. It explains the importance of early literacy and how you can help your child develop reading skills. It also explains why this is an important foundation for what children will learn about reading requirements for third grade students.

This guide is a general overview of the skills that children will learn through third grade. It is not intended to be a substitute for the Arizona state language or literacy standards or for the Arizona state language or literacy standards for students with disabilities or for the Arizona state language or literacy standards for students with limited English proficiency.

Early Literacy (ages 0-2)

Early Literacy

THE BUILDING BLOCKS OF EARLY LITERACY (BIRTH TO AGE EIGHT)

Reading is not just a simple ability to learn and be successful in school. You child's ability to read develops from birth, but it doesn't happen automatically. Children learn as they are exposed to reading. When they hear and use language, their brains develop the important connections needed to learn how to read.

Did you know?

- By four to five months of age, a child recognizes the sound pattern of his/her mother's language, and is able to discriminate and imitate.
- By age three a child can repeat simple phrases.
- By age five a child starts to read simple words.

Children whose parents read to them, tell them stories, talk and sing songs with them -- develop larger vocabularies, become better readers, and do better in school. Children develop important language skills from birth -- and early language abilities are directly related to later reading abilities.

90% of a child's brain develops before kindergarten.

What you need to know:

- Children learn about phonological awareness, understanding the different ways that spoken language can be broken down into smaller units -- sometimes into words, words into syllables, syllables into individual sounds.
- The next step is **phonics**, the relationship between letters and the sounds they represent. A child can decode words by translating the letters into speech sounds.
- Reading needs most developing **fluency** being the ability to read but accurately, automatically, and with proper expression.
- Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean.
- Comprehension, a last important step in being a reader, is understanding the information being read and being able to describe it and talk about it.

EASY WAYS TO HELP YOUR CHILD BECOME A READER

Early activities for young children focus on language skills.

- Talk with your child and hold their language skills. Encourage your child to use phrases.
- Bring your child words they build their vocabulary by pointing and naming the items around them. Take out new words when reading a book for the first time.
- Sing with your child and make up rhymes.
- Set stories and encourage conversations, make it interactive and fun. Parents need to support a strong development of home language skills so that students enter school prepared with the rich knowledge and vocabulary in their home language that will help them to learn.
- Read aloud to your child in whatever language you are most comfortable. Strength in a child's first language is critical to teacher success in learning a second language.
- Recycle books that interest your child so you can write you to read them again and again.

Emerging Literacy (ages 3-4)

Building Skills in Young Readers

Clear your child starts reading on their own:

- Encourage your child to read.
- Help your child recognize that reading is fun.
- Make an at-home library. Reading books in a quiet place makes it more likely that your child will want to read.

kindergarten / 1st grade

Tip for reading time or tricky words:

- Think about the word.
- There is a "rule" here!
- Sound out the word. Look back every 2-3 letters. Look at all the letters in the word, but not the first letter.
- Look for patterns in a new word within the word.
- Check the picture for any clue.
- Go back and re-read.

2nd - 3rd grade

Tip for reading time or tricky words:

- Identify the prefix or suffix.
- Look at the root and discuss the word, focusing on the pattern.
- Start at the beginning, sound out each part, and blend together.

Attendance is important!

Every school day counts. Reading fluency and comprehension skills are not learned in a few days. A student who misses 10 days of school in a year (10%) or more grade level will not be able to read.

WHY THIRD GRADE MATTERS

Reading is the foundation for all educational learning and reading by third grade is a major milestone in a child's future academic success. Research shows that third grade reading levels is a strong predictor of high grade point performance, high school graduation and college attendance.

Arizona College and Career Ready English Language Arts standards include reading, listening, speaking and writing. Students are expected to master these standards at the end of each grade. Each spring, third grade students are required to take a reading assessment. Meet these standards -- reading is important and affects learning programs in our schools -- parents, teachers, and administrators will be able to identify those children who need additional help either so that they can get the supports they need and/or track to graduate and/or ready for college.

Young Readers (ages 5-8)

Move On When Reading Policy

Move On When Reading

ARIZONA'S PUSH FOR EARLY LITERACY
ARIZONA'S THIRD GRADE READING REVISION 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 who is promoted from third grade to fourth grade if he or she scores at the "not for concern" level on the state third grade reading test. "Not for concern" indicates that the student is reading at a level lower than is expected of a third grade student 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 those students will receive the intensive instruction they need to accelerate their learning and catch up in reading.

What Schools are Required to Do:

Arizona law A.R.S. § 15-701 states that districts or charter schools are required to:

- Have a comprehensive K-3 assessment system.
- Provide for universal screening of pupils at least once through these grade programs to identify students who have reading difficulties.
- Have a research-based reading curriculum.
- Provide explicit instruction and intensive intervention.
- Send out an annual notification to all K-3 parents about the policy.
- Send a second notice to those students falling in between on assessments.

For parents of students that have been identified as having difficulties with reading, a separate written notification is sent that includes:

- Description of current reading services provided to your child.
- Description of supplemental services to be provided.
- Parental options to assist student in achieving reading proficiency.
- Rebuttal statement and explanation of assessment policy.
- Description of district or charter policy on when promotion to a higher grade is possible for the year.

If a child score "NOT FOR CONCERN"

Students may be eligible for promotion to fourth grade through "second chance" interventions -- including:

- Additional targeted instruction or additional English Language Arts instruction.
- A summer school program for students who have fallen below the level of a higher language proficiency.
- A summer school program for students who have fallen below the level of a higher language proficiency.
- A summer school program for students who have fallen below the level of a higher language proficiency.

IMPORTANT QUESTIONS TO ASK YOUR PRINCIPAL OR SCHOOL:

- How often will my child be assessed and how will the results be used in my child's program?
- How do you determine effectiveness of your support and/or tutoring child needs?
- What parent activities or support programs are available to help my child with reading?
- If my child is retained or reading progress is not meeting proficiency during the summer or other year, can my child be promoted to fourth grade?

Continuum of Effective Literacy Practices

Continuum Task Force

Key areas from birth through age 8:

- Approaches to learning and Literacy Instructional Practices (school readiness, chronic absenteeism, out of school time learning, etc.)
- Professional Development focused on literacy
- Family Engagement centered around literacy
- Screening/Assessment involving literacy
- Digital Literacy
- Transitions

Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices



Developing a Thriving Reader from the Early Years:

A Continuum of Effective Literacy Practices



BUILDING BLOCKS TO BECOMING A READER (BIRTH THROUGH THIRD GRADE)

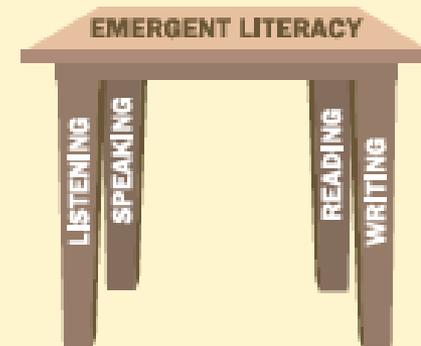
A reader's typical milestones

Age	Typical Milestones
Birth	Coax, soothe. Talk, sing, play, read.
6 months	Imitates speech, e.g., "na-na, ga-ga." Enjoys books with simple pictures. Bring train words. Read books with faces, animals, objects.
1 yr	Understands several simple phrases. Says one or more words. Enjoys lift-the-flap books. Have "conversations" throughout the day. Make reading books interactive.
2 yrs	Says 10-300 words. Looks back and looks at pictures. Read and recite nursery rhymes. Go to the library to find books together. Provide paper and child's crayons to practice early writing.
3 yrs	Says 800-1,000 words. Repeats common rhymes. Point to pictures and words on the road. Play rhyming games.



The Four Legs of Emergent Literacy

Think of the four table legs represented here as the four components that form the foundation of literacy. When all four components are in place, the table is in balance. If one is uneven, the child's emergent literacy skills are out of balance and that skill needs a little bolstering. For successful literacy development, all four skills need to be evenly developed in children.



Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices

Approaches to learning and Literacy Instructional Practices

Key Milestones for What a Child Should Know or Do Between Birth and 36 Months

Indicators establish the developmental benchmarks that most children display at a particular age for each learning goal. Seen together, the indicators show the progression of development over time. That said, it's important to remember that all children develop at a different pace and follow varied patterns of development. These milestones are meant to be GUIDELINES for skills children are working on at a given stage.

5 KEY COMPONENTS OF EARLY LITERACY BEHAVIORS FROM BIRTH TO 36 MONTHS:

- 1. Practicing/Modeling Conversations:** Back-and-forth games that model the "taking turn" practice of having a conversation.
- 2. Looking and Recognizing:** How children interact with pictures in books, and behaviors that show a beginning understanding of pictures.
- 3. Story-Reading Behaviors:** Behaviors that include verbal interactions and showing understanding of print in books, such as babbling in imitation of reading or running fingers along printed words.
- 4. Pictures and Story Comprehension:** Behaviors that show a child's understanding of pictures or events in a book, such as imitating an action seen in a picture or talking about an event in a story.
- 5. Book-Handling Behaviors:** Child's physical manipulation or handling of books, such as page turning or chewing.

INDICATORS OF DEVELOPING EMERGENT LITERACY:

- Shows interest in songs, rhymes, and stories
- Shows interest in stories, pictures, and drawings
- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols



EXAMPLES of behaviors that show development of language and emergent literacy:

Key Milestones for What a Child Should Know or Do During KINDERGARTEN, Age 5



INDICATORS OF DEVELOPING EMERGENT LITERACY (with prompting and support in some cases)

- Speaking and listening
- Language
- Reading readiness for phonics and informational text
- Early writing, drawing, and writing application
- Writing foundational skills
- Reading foundational skills
- Phonics awareness
- Phonics
- Vocabulary development
- Reading readiness
- Reading comprehension

Key Milestones for What a Child Should Know or Do During FIRST GRADE, Age 6



INDICATORS OF DEVELOPING EMERGENT LITERACY (with prompting and support in some cases)

- Speaking and listening
- Language
- Reading readiness for phonics and informational text
- Early writing, drawing, and writing application
- Writing foundational skills
- Reading foundational skills
- Phonics awareness
- Phonics
- Vocabulary development
- Reading readiness
- Reading comprehension

Key Milestones for What a Child Should Know or Do During SECOND GRADE, Age 7



INDICATORS OF DEVELOPING EMERGENT LITERACY

- Speaking and listening
- Language
- Reading readiness for phonics and informational text
- Early writing, drawing, and writing application
- Writing foundational skills
- Reading foundational skills
- Phonics awareness
- Phonics
- Vocabulary development
- Reading readiness
- Reading comprehension

Key Milestones for What a Child Should Know or Do During THIRD GRADE, Age 8



INDICATORS OF DEVELOPING EMERGENT LITERACY

- Speaking and listening
- Language
- Reading readiness for phonics and informational text
- Early writing, drawing, and writing application
- Writing foundational skills
- Reading foundational skills
- Phonics awareness
- Phonics
- Vocabulary development
- Reading readiness
- Reading comprehension

Interactive Shared Reading Dialogic Reading—Having a Conversation While Reading



- During reading:**
- Read expressively.
 - Focus on introduced vocabulary words.
 - Ask open-ended questions to promote discussion.
 - Evaluate and expand on the child's response.
 - Repeat the initial question to check that the child understands the new information.
- After reading:**
- Encourage the child to retell the elements of the story (looking for sequences of events and important details).
 - Encourage the child to make connections between the events in the story and experiences they have had.
- Appropriate prompts to encourage interaction:**
- Completion questions encourage a child to finish a phrase.
 - Recall questions help check the child's understanding.
 - Open-ended questions increase the amount of dialogue about a book.
 - "WH" questions (who, what, where, when, and why) can help teach new vocabulary.
 - Distancing prompts (sometimes referred to as self-to-text questions) encourage the child to connect the story to experiences in his or her own life.
 - Allow sufficient time for child to respond.

- Before reading:**
- Considering the child's interests, carefully select a book that has rich narrative, interesting content, detailed illustrations, and appropriate vocabulary.
 - Read through and identify where you will introduce targeted vocabulary.
 - Before reading, show objects and pictures as ways to introduce new words.
 - Ask questions.

Literacy Instructional Practices



Key components of literacy instruction practices for:

- **KINDERGARTEN, Age 5***
- **FIRST GRADE, AGE 6***
- **SECOND GRADE, AGE 7***
- **THIRD GRADE, AGE 8***

Data used to inform instruction:

- Comprehensive Assessment System in place (Universal Screener, Diagnostic, Progress Monitoring tool, and Summative Assessment), Arizona Revised Statutes (ARS) §15-704
- Literacy leadership team established
- Data used to determine focus area for small groups and to allocate resources
- Data used regularly to monitor progress, plan, and modify instruction and create and adjust instructional groups
- Data used to set ambitious and attainable goals in grade-level materials

Instructional Time:

- At least 90 minutes allocated in daily schedule
- Additional time for those at risk and who do not meet benchmarks for the grade level
- English language learners (ELL) and special education will require additional time
- Instructional time used efficiently

Instructional Focus:

- Essential elements of instruction include writing foundations, Phonological Awareness, Fluency, Vocabulary, and Comprehension/Changing Emphasis across K through third grade, Arizona's College and Career Ready Standards for Foundational Skills, Reading Informational Text, Reading Library text, writing, Language, Speaking, and Listening
- Instruction based on individual needs for small group targeted intervention

Research-Based Strategies, Programs, and Materials:

- In accordance with A.R.S. §15-704, use scientifically based reading curriculum that includes essential components of reading instruction
- Use evidence-based supplemental program and materials.
- Intervention programs are matched to instructional needs and delivered as designed.

Time of Instruction and Support:

- Time allotted for Tier I, II, and III (individually)
- Differentiated instruction (Tier II targeted and Tier III intensive groups)

Effective Tier I instruction for all-ELC, systematic instruction, language development embedded throughout, multiple opportunities for practice and engagement in learning

- Small group size—time to the opportunity for students significantly below grade level, the to eight for those somewhat below grade level
- ELL benefit from small-group instruction targeting vocabulary and comprehension.
- Special education services are in addition to these tiers.

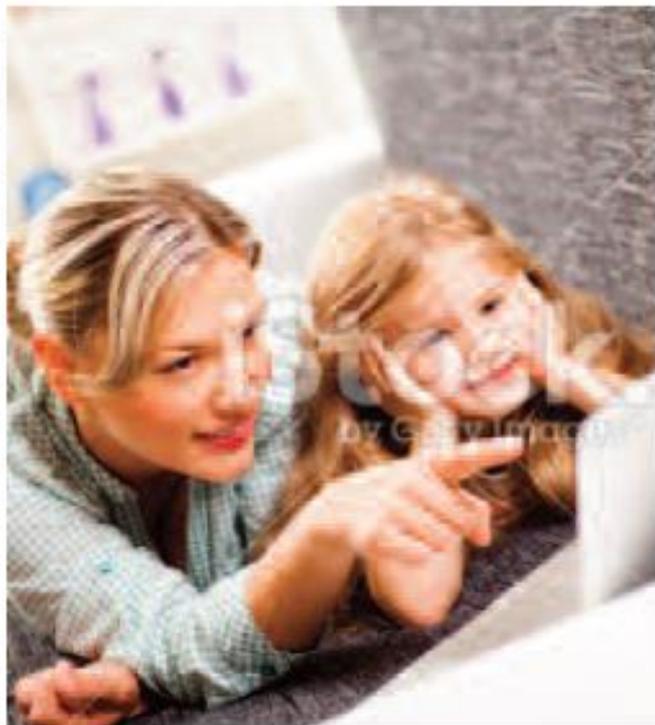
Additional Notes from the State Literacy Plan Common Structural Components:

- Leadership (principal, principal, coach)
- Direct, explicit systematic instruction
- Text complexity
- Rigorous instruction
- Assessment and data-based decisions
- Response to intervention (RTI) and interventions—three tiers of instruction
- ELL program options and goals
- Parent engagement in Academic Parent Teacher Teams (APTT)
- Reading instruction for students with disabilities



Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices

TECHNOLOGY AND INTERACTIVE MEDIA



What Adults Should Know About Using Technology and Interactive Media to Support Early Literacy Development

**ARIZONA EDUCATIONAL
TECHNOLOGY STANDARDS
(AGES 3 TO 8):**

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Literacy
4. Critical Thinking, Problem Solving, and Decision-Making
5. Digital Citizenship
6. Technology Operations and Concepts



Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices



Professional Development for Educators and Caregivers Focused on Early Literacy

KEY INDICATORS OF EFFECTIVE PROFESSIONAL DEVELOPMENT (PD) FOR EDUCATORS AND CAREGIVERS OF CHILDREN FROM BIRTH TO AGE 8:

- PD is only effective when the learning is directly related to children's needs, based on data.
- PD opportunities should be ongoing, connected, and part of a long-term improvement plan.
- PD should address all students' needs, particularly those students who are at risk for later difficulties.
- Educators need support as they take new ideas from learning into actual practice.
- Educators need learning communities to support ongoing implementation issues.
- PD sessions need to be interactive, with time for collaboration, reflection, and actionable takeaways.

Professional Development Opportunities for Those Who Work with Children



Appropriate Participants

	Educators and early care providers	Parents and caregivers	Instructional support	Librarians	Community providers	Pre-service teachers	ELL coaches	Administrators
Writing	X	X				X	X	X
Vocabulary (grammar)	X	X					X	X
Reading	X	X	X			X	X	
Language development	X	X	X	X	X			
Speaking & listening	X	X	X	X	X			

0-2 3-4 5-8 AGES

Professional Development Modules



Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices



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Utilizing Volunteers for Literacy Tutoring

Many components and practices have been shown to make literacy efforts more successful, and there are numerous opportunities available to all people who interact with children. Key components for effective volunteer reading tutoring programs to support language and literacy development in children birth to age 8 include the following.

Key Component:

Effective Practice Standard of Evidence-Based Tutoring Program:

Indicators of Effective Practice:

Organizational Management

Has clear organizational structure and management that support student success

- Has a yearly project-specific work plan that accurately reflects program goals, activities, and responsibilities
- Provides staff with opportunities for professional and skill development as well as performance appraisals

Cultural Understanding

Demonstrates cultural competence and strives for cultural responsiveness

- Prioritizes cultural understanding to effectively meet the diverse needs of all students
- Prioritizes selecting staff and tutors who are culturally competent

Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices

Family Engagement

Effective family engagement spans and reinforces learning in the multiple settings where children learn—at home, in prekindergarten programs, in school, in after-school programs, in faith-based institutions, and in the community. Engagement should apply to any adult in a child's life who has the responsibility for developing the child socially, mentally, academically, and otherwise.

For children to thrive, families, caregivers, and educators must collaborate to build a support structure that strengthens learning and healthy development inside and outside of home or school. The Family Engagement continuum serves as a guide to establish sound research-based practices for effectively engaging families in student learning. These standards should be interpreted and customized to appropriately suit every stage of the educational continuum.

Family Engagement Guidelines



Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices



**Strong Transitions:
What Schools and
Families Can Do to
Address Child Readiness**



Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices

Key Components of Effective Early Literacy Screening, Assessment, and Progress Monitoring Tools

Birth through Age 8

“Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information ... the basic process of finding out what the child knows and can do in relation to their optimum development. With that knowledge, an appropriate plan for effective instructional strategies to help them develop and learn can be identified, monitoring their progress along the way.”

– *Basics of Assessment: A Primer for Early Childhood Educators*, NAEYC

KEY PRACTICES OF AUTHENTIC ASSESSMENT:

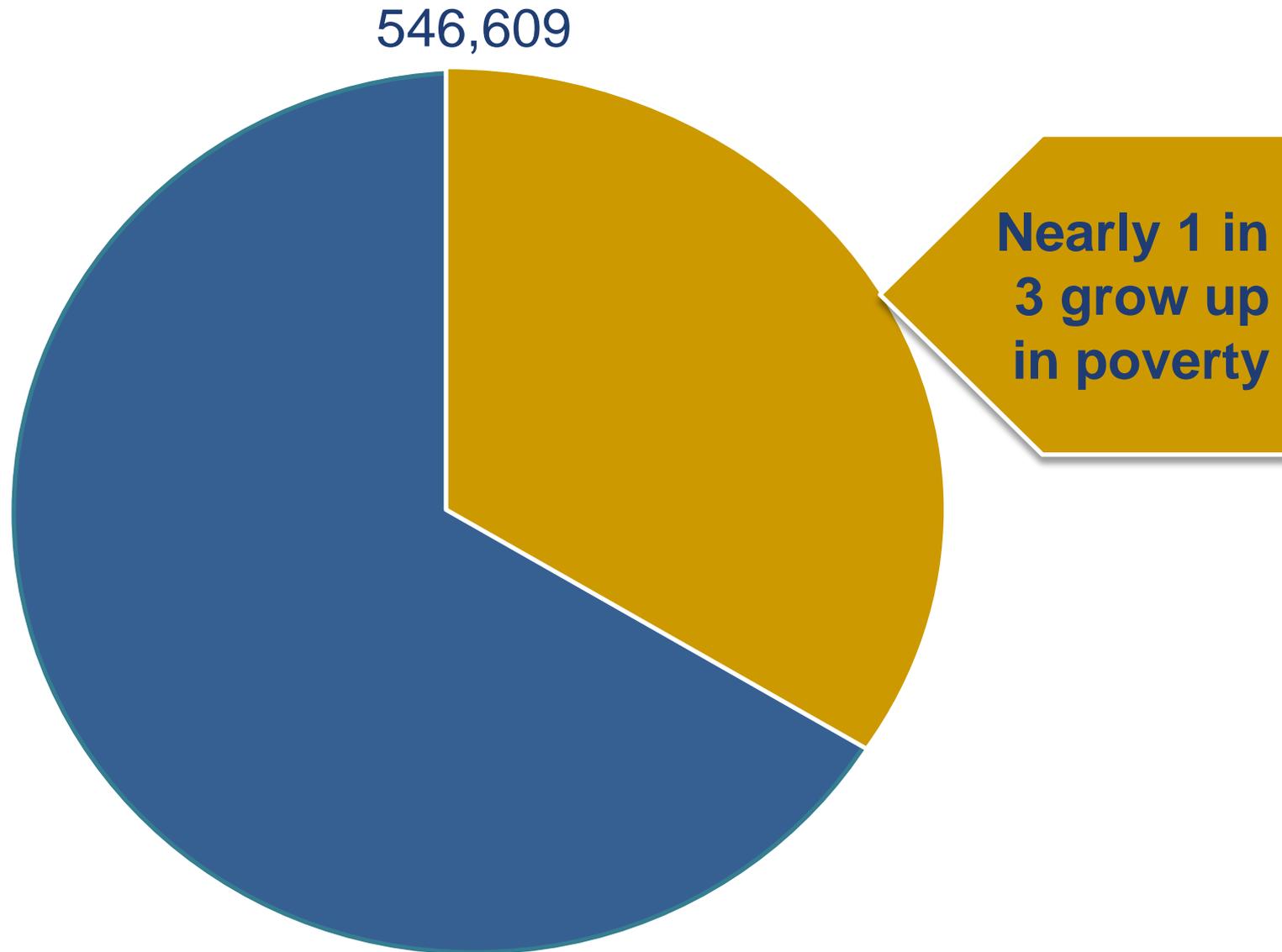
- Collect evidence.
- Analyze and Interpret the evidence.
- Establish goals and create plan for each child and the whole group.
- Assessments should result in information that can be used to make accurate and useful decisions.
- Assessment practices should involve multiple observations.
- Parents should be a valued source of assessment information. Assessments should include multiple sources of evidence, especially reports from parents and teachers.



Arizona's Early Literacy Landscape: Painting the Data Picture

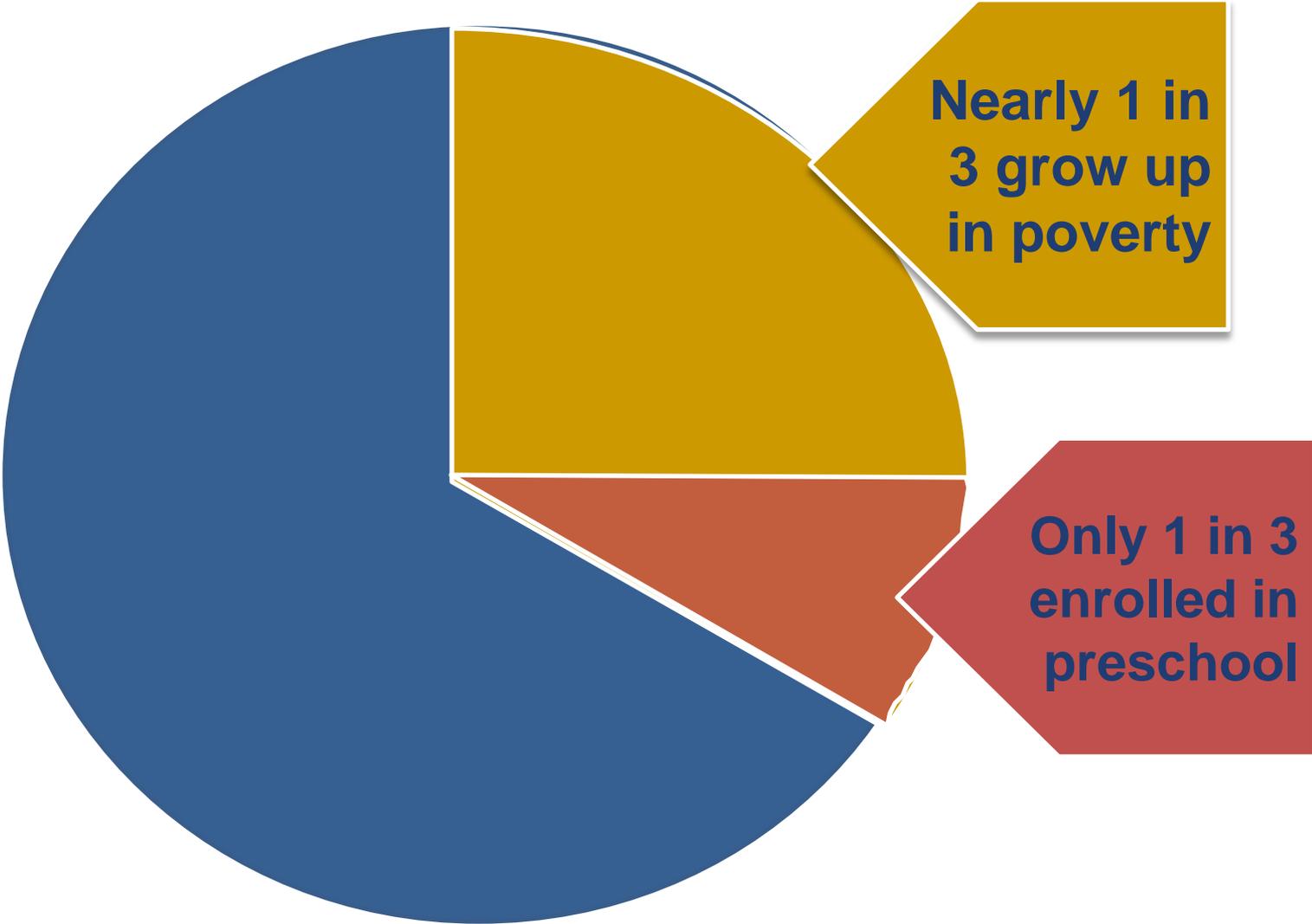


Arizona Children Ages 0 - 5



Arizona Children Ages 0 - 5

546,609

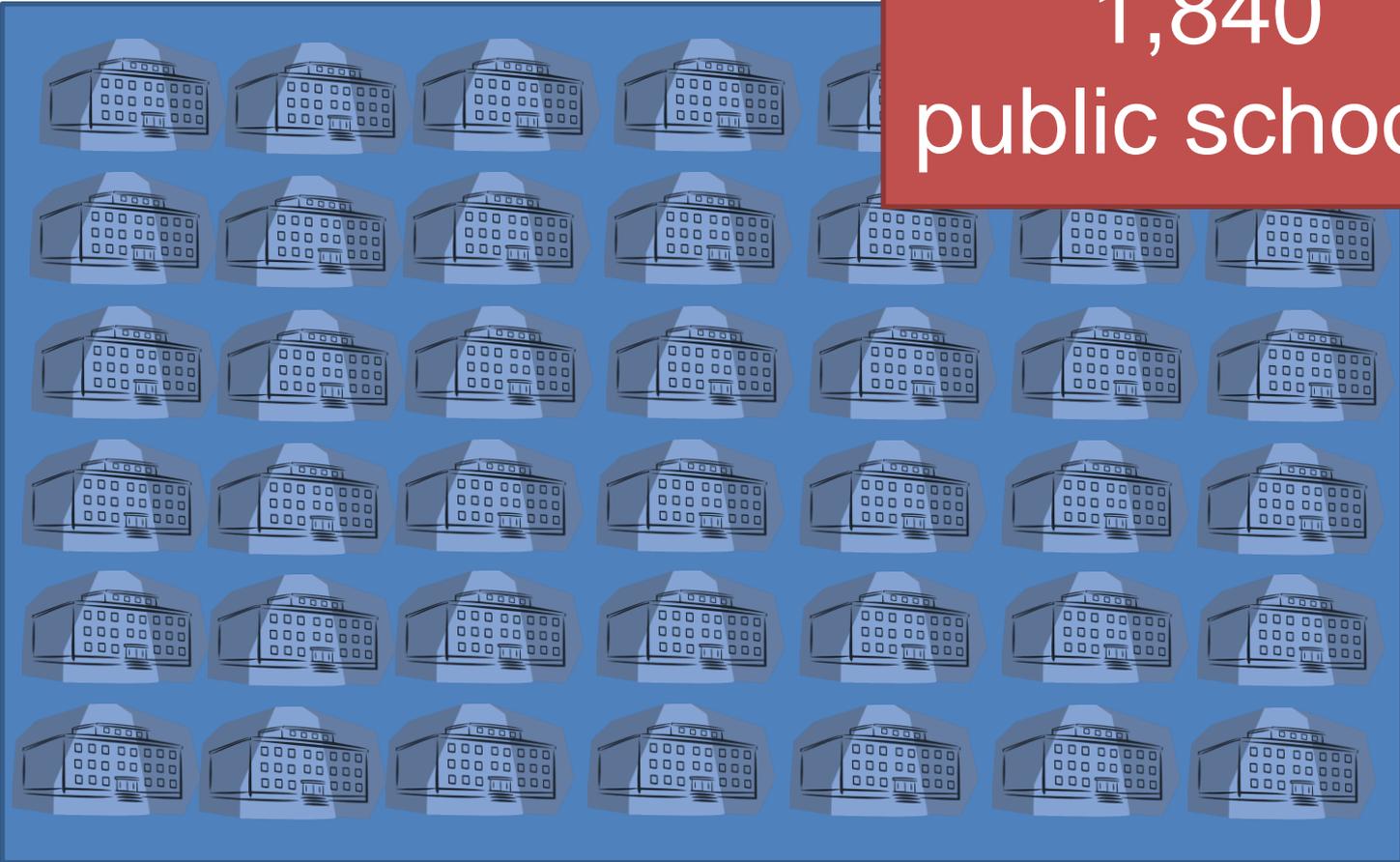


Nearly 1 in 3 grow up in poverty

Only 1 in 3 enrolled in preschool

Arizona: K - 12

1,840
public schools



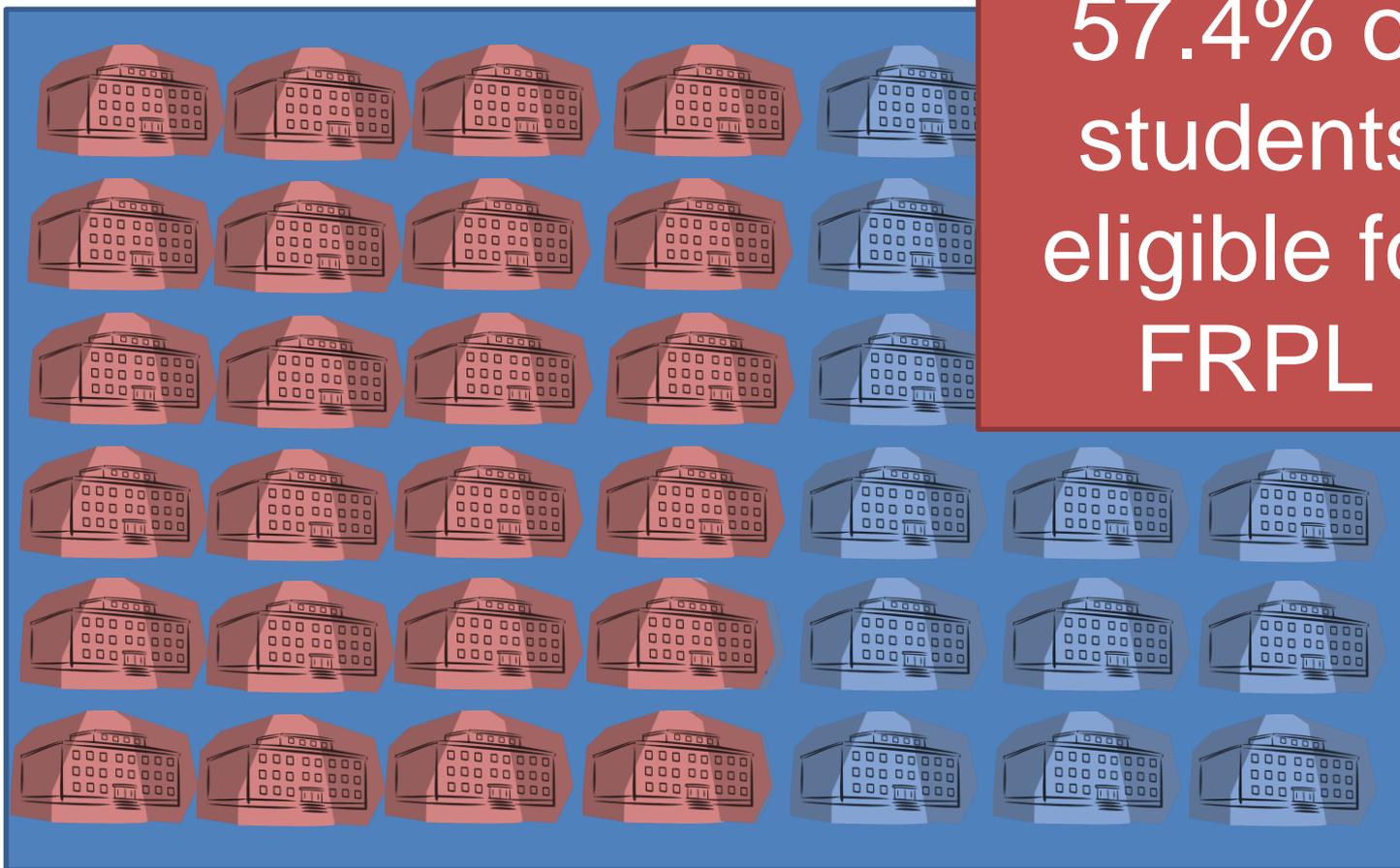
Arizona Reading Achievement Scores

- 3 out of every 4 fourth graders in Arizona cannot read proficiently, according to national standards*.
 - Only Nevada, Alaska and Washington, D.C. have lower percentages.
- 85% of Arizona's low-income children read below proficiency.

* National Assessment of Educational Progress
(NAEP).



Arizona Students Eligible for Free or Reduced-Price Lunch



57.4% of
students
eligible for
FRPL

Arizona Reading Achievement Scores

Percent of 4th Graders Below Proficient, by Family Income

85%

of Students
Eligible for Free or
Reduced-Price
Lunch

59%

of Students
Not Eligible for
Free or Reduced-
Price Lunch

Data Integration and Systems Linkages:



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

Population Results

Name	Prior Period	Current Value	Change	Most Recent Period	Comments/Projects
Snapshot: Community Snapshot					
Snapshot: # of public school children	N/A	N/A	N/A	N/A	
Snapshot: % of children on free and reduced lunch	N/A	N/A	N/A	N/A	
Snapshot: High School grad rate	N/A	N/A	N/A	N/A	
Snapshot: % of kids in full day kindergarten	N/A	N/A	N/A	N/A	
Snapshot: Total Investment in Grade Level Reading	N/A	N/A	N/A	N/A	
Ready: Children Enter School Ready to Learn					
Ready: % of children fully ready	N/A	N/A	N/A	N/A	
Ready: % of 3 year olds in accredited child care settings	N/A	N/A	N/A	N/A	

Data Integration and Systems Linkages:



Ready: % of 4 year old, head start eligible kids who participate in head start	N/A	N/A	N/A	N/A
Attend: All Children Attend School				
Attend: Average Daily Attendance	N/A	N/A	N/A	N/A
Attend: % of Children Chronically Absent (10% or more school days)	N/A	N/A	N/A	N/A
SLP: All Children Participate in Summer Learning Programs				
SLP: % of youth K-3 participating in structured summer programs	N/A	N/A	N/A	N/A
SLP: % of youth K-3 participating in programs with specific reading focus	N/A	N/A	N/A	N/A
SLP: % of youth in in summer library reading program	N/A	N/A	N/A	N/A
Engaged: Families are Engaged in their Child's Learning				
Engaged: % of families with 2 children's books in the house	N/A	N/A	N/A	N/A
Engaged: % of parents reading to their child at least 3 days per week	N/A	N/A	N/A	N/A
Engaged: % of parents that attend parent/teacher meetings	N/A	N/A	N/A	N/A
Engaged: % of parents that spend at least an hour per day talking with their child	N/A	N/A	N/A	N/A
Healthy: All Children Are Healthy				
Healthy: % pre-term births in the community (relative to all live births reported)	N/A	N/A	N/A	N/A

Data Integration and Systems Linkages:



Healthy: % children ages 0-8 having a "health home" or usual source of health care		N/A	N/A	N/A	N/A
Healthy: % children who are suspended/expelled from preschool/Head Start		N/A	N/A	N/A	N/A
Healthy: # of emergency room visits for asthma for children 0-5, 5-8		N/A	N/A	N/A	N/A
Healthy: % children (ages 5-11) with a dental visit in the past year		N/A	N/A	N/A	N/A
Healthy: % children (grade K-3) who receive "Breakfast in the Classroom" and/or are enrolled in summer meals programs		N/A	N/A	N/A	N/A
Reading: All Children Are Reading on Grade Level					
Reading: % of Third Graders Reading on Grade Level		N/A	N/A	N/A	N/A
Reading: % of Second Graders Reading on Grade Level		N/A	N/A	N/A	N/A
Reading: % of First Graders Reading on Grade Level		N/A	N/A	N/A	N/A
Reading: % of Kindergarteners Reading on Grade Level		N/A	N/A	N/A	N/A

Possible Uses for Literacy Data Report:

- FTF Regional Partnership Councils - Help guide program/services decisions
- Community Libraries - Help identify needs of target populations
- Local Read On Communities - Help identify gaps/needs in a community
- Local School Districts - Help inform challenges to readiness factors
- Local Childcare site - Help inform what programs to offer

Read On Communities Network



Read On Arizona is a public/private collaboration committed to building an early literacy system that improves language and literacy outcomes for Arizona's children from birth through age eight—delivering the right program at the right time to every child.



Thank You

Questions?



Contact: Terri Clark, Arizona Literacy Director
Email: tclark@readonarizona.org

Contact: Stephanie Willis, First Things First
Email: swillis@azftf.gov

Contact: Roopa Iyer, First Things First
Email: riyer@azftf.gov