



Module 1: Read to be Ready

Objectives *(page 3)*

- Review the key messages and goals of the Read to be Ready campaign and reflect on Tennessee's current literacy landscape
- Preview the purpose and objectives of this training and how they connect to and extend past learning

Link to Tennessee Academic Standards

College and Career Readiness Anchor Standards for Reading
Range of Reading and Level of Text Complexity

- 10. Read and comprehend complex literary and informational texts independently and proficiently.

TEAM Alignment

- Standards and Objectives
- Questioning
- Teacher Content Knowledge

The Read to be Ready Campaign

The Ready to be Ready Campaign unites stakeholders across Tennessee in the pursuit of one common, critical goal – **by 2025, 75% of Tennessee third graders will read on grade level.**

The campaign is driven by five key beliefs:

- Early Literacy Matters
- But, It's Never Too Late
- Reading is More than “Sounding Out” Words
- Teachers are Critical
- It Takes a Community

Early Literacy Matters

- Watch the Early Literacy Matters video on the [Read to be Ready](#) website.

But, It's Never Too Late

- With quality resources and support, even those students who are not reading on grade level can catch up. Instruction that is research-based and provided by expert educators can reduce students' reading difficulties and sustain successful reading progress across grades. Additionally, high-quality reading instruction can lead to equitable outcomes for historically underserved populations. Such instruction is differentiated, intensive, and individualized according to students' reading strengths and needs.

Reading is More than “Sounding Out” Words

- Watch the More than “Sounding Out” Words video on the [Read to be Ready](#) website.

Teachers are Critical

- **Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers.** Expert teachers know their students' capabilities and needs, and they routinely implement student-centered formative assessments to monitor progress. They provide carefully guided and mentored literacy instruction that engages students in authentic and purposeful reading, writing, listening, and speaking activities. They approach literacy instruction comprehensively, integrating English language arts throughout the curriculum, supporting students' connections across academic subjects, and building knowledge that is broad-based and useful for solving real-life problems.

It Takes a Community

- Because our students do not just learn while they are in the classroom, everyone plays a key role in helping them grow into successful, lifelong learners, readers, and leaders. Parents, educators, businesses, and community members all hold a piece of the puzzle that, if completed, will make Tennessee a better place to live, work, and raise a family.

Discussion

- Of the five Read to be Ready beliefs, which stands out most to you? Why?

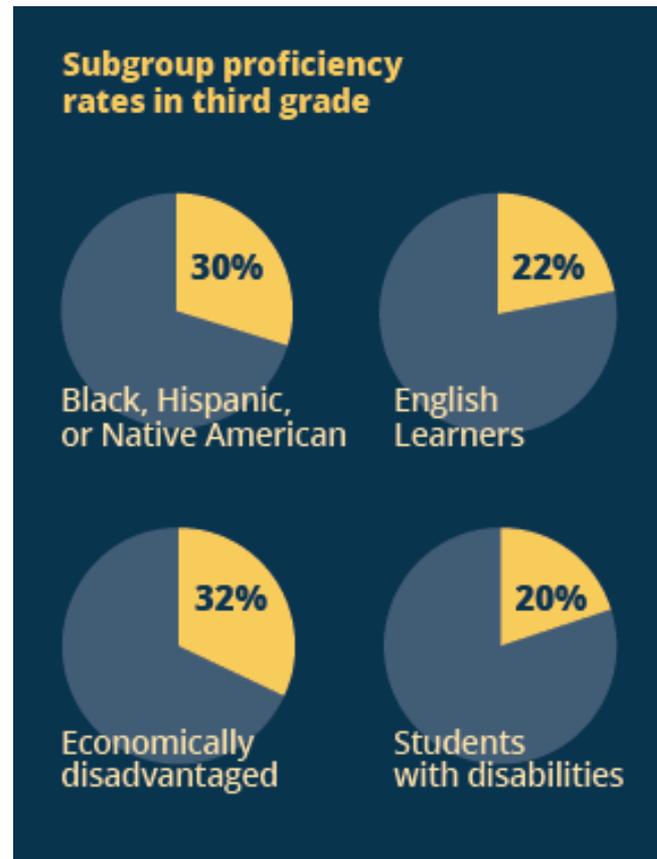
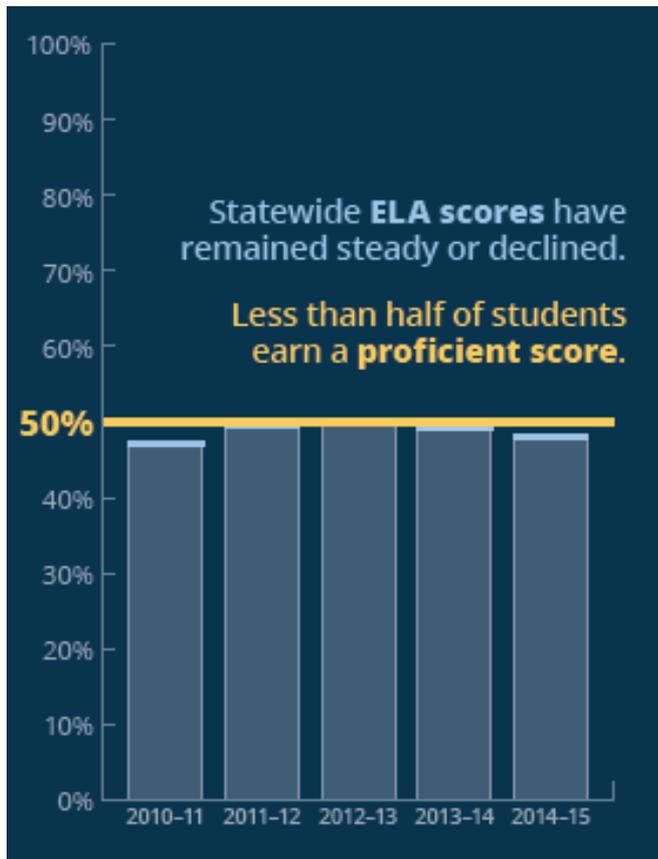


*Learn more about the Ready to be Ready Campaign at
www.readtobereadytn.com*

Why Read to be Ready?

- Tennessee has made tremendous gains in student academic performance over the past several years – except in reading. Despite educators' best efforts, reading skills in elementary school learners have failed to improve, and in some cases have even declined.

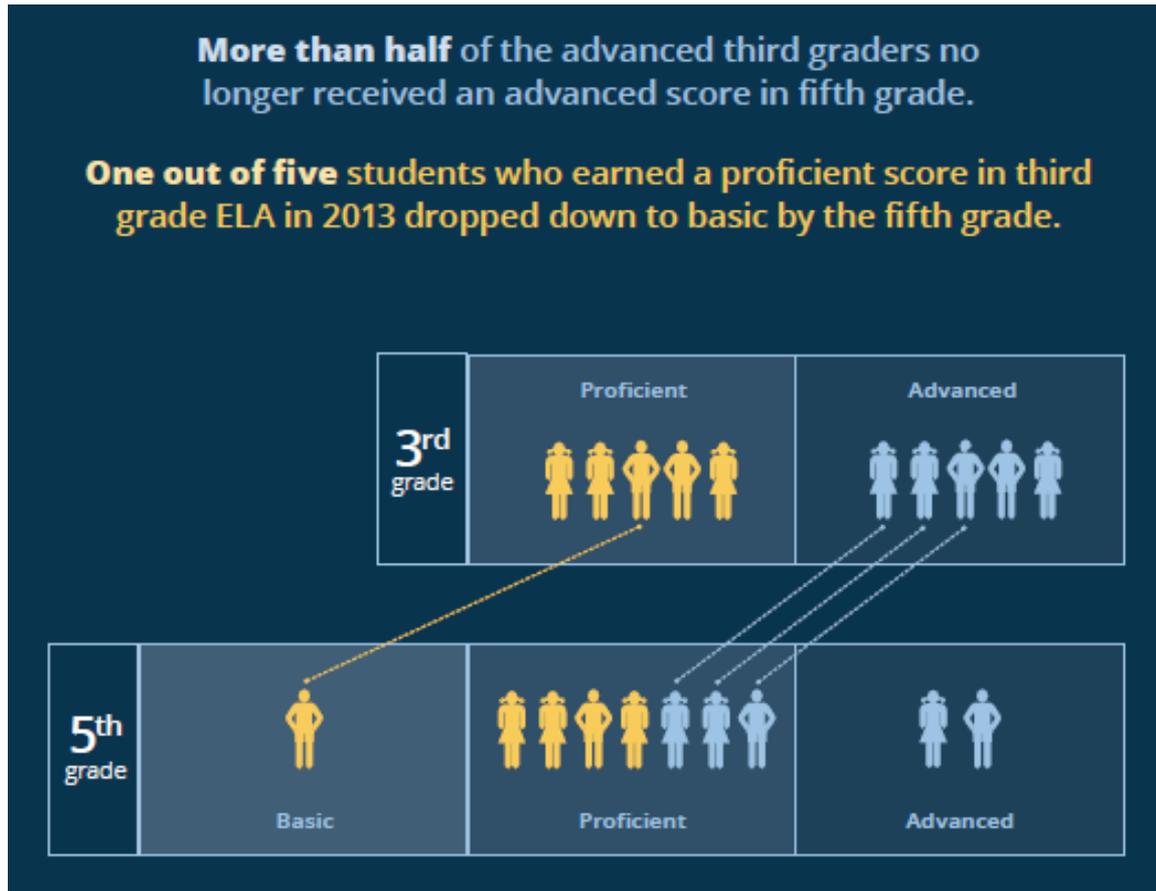
Why Read to be Ready?



Why Read to be Ready?

More than half of the advanced third graders no longer received an advanced score in fifth grade.

One out of five students who earned a proficient score in third grade ELA in 2013 dropped down to basic by the fifth grade.



What could be contributing to this data trend in particular?

Why Read to be Ready? – Tennessee’s Literacy Landscape

- The Tennessee Department of Education partnered with an external research group to conduct a literacy landscape study.
- The research group observed 112 elementary classrooms across ten different districts that represent the geographic, demographic, and achievement diversity of our state.

Why Read to be Ready? – Tennessee’s Literacy Landscape

The Tennessee Department of Education is proud of the growth we’ve seen in classrooms. We know it takes time to learn and implement new standards, and it also takes time to make changes to our classroom practice. We want to be transparent about the growth we’re seeing in classrooms, and we’re excited to partner with you as we all continue to learn more about what it takes to fully implement our state’s academic standards.

Why Read to be Ready? – Tennessee’s Literacy Landscape

Review the data printed in your manual. As you review it, consider the following questions:

- What is your reaction to this data?
- Does it match what you see in your school and district?
- Where can we celebrate? Where do we need to improve the most?

A Focus on Building Knowledge

- Read the article printed in your manual. As you read, focus on the following questions:
 - What resonates with you when you read this article?
 - How does this article connect with the literacy landscape study results we just discussed?

ISSUE BRIEF #2, March 2016 www.KnowledgeMattersCampaign.org



Knowledge Matters

Restoring Wonder and Excitement to the Classroom

Top Three Takeaways

1. Some strategies that boost reading scores in the short term are counterproductive long term.

Building Knowledge

How Washoe's Core Task Project Revealed the Key to the Common Core and Reading Comprehension

By Torrey Palmer

As a second- and third-grade teacher in the early 2000s, and a fifth- and sixth-grade teacher in the latter part of the decade, I developed as an educator under No Child Left Behind (NCLB). Like thousands of others during this era, I taught in a large, diverse district where we worked relentlessly to boost graduation rates and close achievement gaps, often on a shoestring budget.* My former district, Washoe County, Nevada, serves 64,000 students. Across 63 elementary schools, 39 percent of the students are Hispanic and 45 percent are

A Focus on Building Knowledge

- **Table Buddies** – Stand up and find a buddy from your paired table. Discuss your responses:
 - What resonates with you when you read this article?
 - How does this article connect with the literacy landscape study results we just discussed?

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Top Three Takeaways

1. Some strategies that boost reading scores in the short term are counterproductive long term.

Table Buddies

Table #1

Table #2

Table #3

Table #4

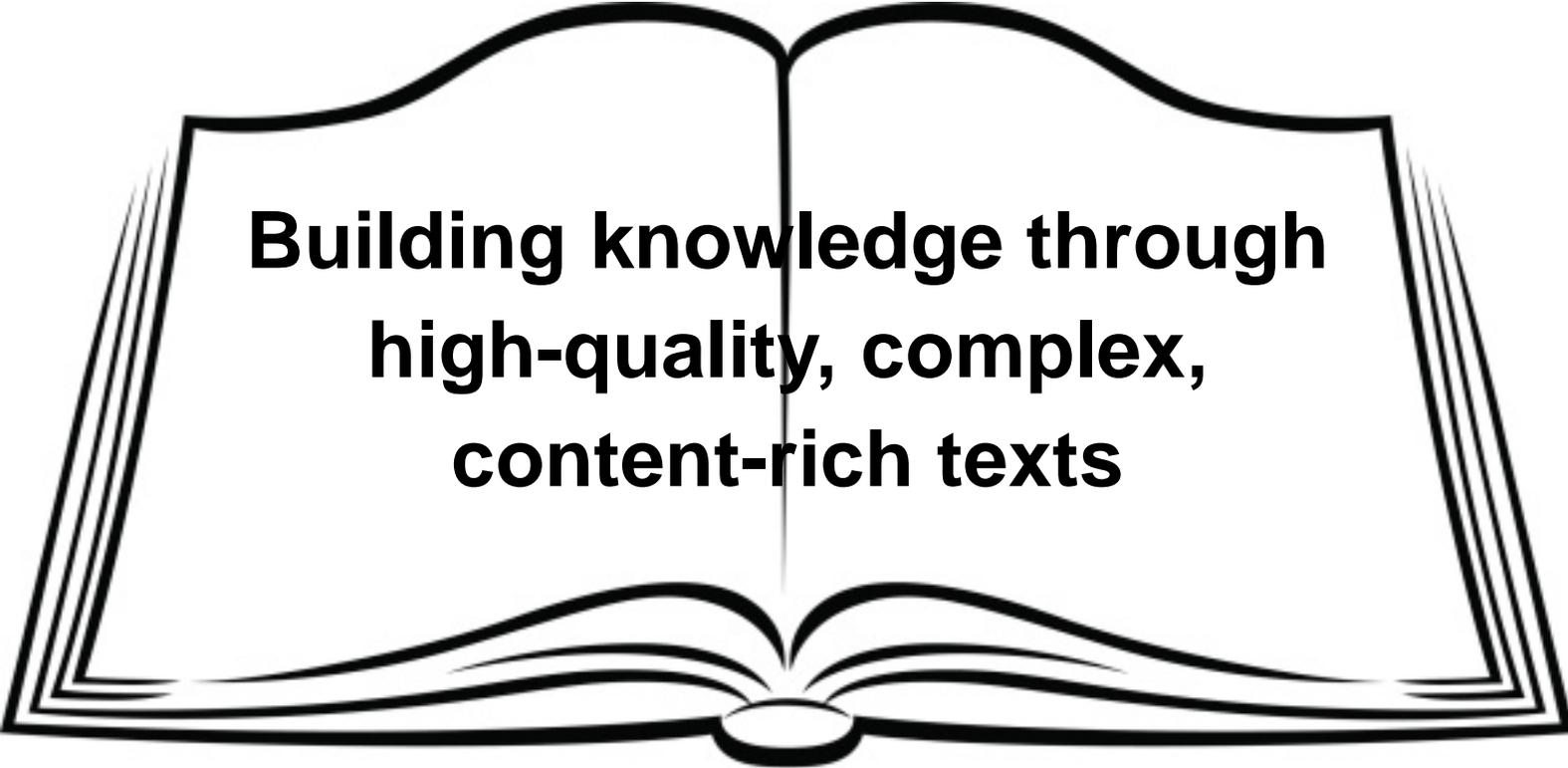
Table #5

Table #6

A Focus on Building Knowledge

- “Students with prior knowledge or experience with particular topics can more readily make connections between what they are reading and what they know. **The more students know about a topic, the stronger their framework for reading (and listening) comprehension.** A knowledge-building literacy curriculum just makes sense for kids, but as we’ve seen, shifting from the randomly sequenced stories in the basal reader to such a curriculum would be an enormous change for many teachers and schools. The first barrier to making this shift is simply embracing the premise that knowledge, vocabulary, and literacy development start long before children begin learning to read, and that **reading well depends on building broad knowledge.** Actually finding high-quality materials and enhancing instruction is another huge barrier, one that requires a long-term commitment to intensive professional development and support.”

Theme and Principles for this Training



**Building knowledge through
high-quality, complex,
content-rich texts**

Theme and Principles for this Training

- This Read to Be Ready training is an opportunity to learn more about high-quality early literacy instruction and how to make practical changes within the classroom to increase student learning.
- The content of this training is aligned to standards and motivated by the results we found in the literacy landscape study, as well as prevailing research in the field of literacy development.

Theme and Principles for this Training



Guiding Principle #1

All students need regular practice with **high-quality, content-rich, and appropriately-complex texts** that build knowledge and vocabulary. In the early grades, the primary method for engaging students with these kinds of texts is through read alouds.



Guiding Principle #2

The primary focus of reading comprehension instruction is for students to gain a deep understanding of texts, their content and structure, and their vocabulary. **Repeated interactive read alouds** support this kind of deep thinking through scaffolded questioning and rigorous tasks.



Guiding Principle #3

As a result of focused instruction and attentive engagement with texts, students **build their historical, cultural, and disciplinary knowledge**. This robust knowledge bank enables them to make connections across topics and settings and enhances their understanding of new ideas. **Text sets** build students' knowledge and vocabulary by focusing study around similar topics, themes, or ideas.

Connections to the Department's Strategic Plan

TENNESSEE SUCCEEDS.

Early Foundations & Literacy

Building skills in early grades to contribute to future success

Strategy 1: Increase department support and monitoring of programs that serve children from birth to age four to ensure a solid foundation for learning.

This strategy focuses department attention on the vast gaps in student readiness that exist before students enter kindergarten. As part of this strategy, you will see:

- Creation of a Tennessee-specific definition of kindergarten readiness
- Greater monitoring and support for family-centered early intervention providers
- An enhanced measurement process to hold pre-K programs accountable for student readiness
- High-impact professional development for pre-K educators and school leaders

Strategy 2: Measure and ensure a shared definition and usable data on kindergarten readiness and third grade proficiency.

This strategy aims to create statewide consensus around the knowledge and skills that provide the foundation for learning in the later grades. As part of this strategy, you will see:

- A Tennessee-specific kindergarten readiness screener used statewide by 2017-18 with explicit readiness benchmarks in literacy, language, and math
- A reading task force that explicitly defines third-grade reading proficiency and offers examples of best practices from Tennessee districts and schools

Strategy 3: Provide quality assessments and usable data in the early grades.

This strategy acknowledges the lack of actionable data to monitor progress in the early grades. As part of this strategy, you will see:

- New trainings and guidance related to RTI² universal screeners
- An optional Tennessee-specific second grade assessment available to districts by 2016-17

Strategy 4: Strengthen reading instruction statewide through quality training options and the expansion of a statewide literacy coach initiative.

This strategy will provide high-quality support for early grades teachers around teaching foundational skills to every student and for intermediate and middle grades teachers to build literacy skills in every grade level. As part of this strategy, you will see:

- Continued improvements to the reading courses taught in each CORE region
- Reading instruction training modules for district redelivery offered by summer 2016
- Support and training for a statewide literacy coach initiative starting in fall 2016

Strategy 5: Deepen literacy instruction requirements within licensure and educator preparation.

This strategy will ensure that the state's needs for high-quality literacy instruction are met by the training within our educator preparation programs. As part of this strategy, you will see:

- New reading standards for all educator preparation programs
- Clarified expectations around literacy content to be included in preparation program curriculum

Independent Reflection

Selecting High-Quality, Content-Rich, and Appropriately-Complex Texts
for Read Aloud

Planning Repeated Interactive Read Aloud Lessons

Creating Text Sets that Build Knowledge and Vocabulary

- Which topic or ideas are you most excited to explore?
- What knowledge do you already have about these topics that you can share?
- What questions do you have about these topics? Of the questions you have, which is the most important for you get answered at this training?