

Read to Be Ready Literacy Framework

Tennessee Department of Education

The goal of proficient reading is to be able to comprehend the meaning of rich and complex texts in a way that increases understanding of language and literacy, improves speaking and writing abilities, and increases knowledge of the surrounding world. This kind of reading molds students into smarter, more empathetic global citizens while preparing them for postsecondary and career success. For students to achieve reading proficiency, they need purposeful, targeted, and standards-aligned instruction. The Read to Be Ready coaches will work to improve Tier I instruction by focusing on access to text, instructional practice, and the learning environment while making connections to high-quality interventions provided in Tiers II and III.

Access to Text

For students to become proficient readers, they must acquire skills and strategies within the contexts of listening, reading, and writing in an environment that supports both application and integration. When increasing students' access to complex text, teachers consider diverse types of texts that have both qualitative and quantitative complexity and engage students with texts that exhibit exceptional craft and provide useful information. Teachers assist students in gaining necessary reading skill sets (such as letter recognition, sound blending, high frequency word recognition, and comprehension) while immersing them in rich vocabulary and complex ideas.

Instructional Practice

Effective literacy instruction pays sufficient attention to both skills-based and knowledge-based competencies. Explicit instruction in decoding, vocabulary, and comprehension contextualized within complex and authentic text provides students with multiple opportunities to engage with more challenging words and concepts while building strong foundational skills. Effective instruction that supports proficient reading engages students in reading and writing daily, developing their emerging literacy skills and strategies proactively through contextualization, integration, and differentiation. Rigorous curricula must also be paired with high expectations. Students are asked to read and write in purposeful, meaningful, and authentic ways and are provided with regular practice through demanding instructional tasks that push them to think critically about texts, and their real-world implications. Skills-based and knowledge-based competencies are intertwined into coordinated activities that require students to use the competencies they are gaining in meaningful ways. Students read and write with the intent of answering questions, solving problems, constructing arguments with supporting evidence, and building knowledge. Instructional tasks are designed to mimic real-world expectations, with a focus on critical thinking, reasoning, and expression of ideas through speaking and writing.

The Learning Environment

All students need regular practice with high-quality, appropriately complex texts that build knowledge and vocabulary. Regular practice with rigorous and standards-aligned instructional tasks that require students to listen, speak, and write drives them to think deeply and to make

connections across texts and to the broader world. The primary focus of the literacy classroom is for students to gain a deep understanding of texts, their content and structure, and their vocabulary with the end goal of building knowledge about the world. Effective literacy instruction provides experiences that add to students' knowledge banks through listening to and reading texts on a myriad of topics and by connecting information from texts to real world experiences. Teachers acknowledge the unique experiences and background knowledge that students bring to the classroom by utilizing texts that affirm those experiences. Texts are purposefully chosen to promote a positive and expansive worldview, fostering an understanding of unfamiliar historical and cultural events, scientific concepts, and an ability to analyze real world problems from different perspectives.

Instructional Strategies

The six instructional outcomes selected for the Read to Be Ready Coaching Network highlight the importance of developing knowledge-based competencies, such as comprehension and vocabulary, in addition to skills-based competencies, such as alphabet knowledge and word reading. This is intended to build on prior reading trainings including state led summer trainings, the year-long reading courses, and the most recent Regional Educator Summits. The instructional strategies will assist teachers in integrating these competencies and contextualizing them within authentic text.

Instructional Outcomes	How it Connects to Framework	Research
Accessing complex text through interactive read aloud	<ul style="list-style-type: none"> Models rhythm, phrasing, intonation, and emphasis on meaningful words and ideas that support reading comprehension. Introduces or develops students' awareness of wide range of vocabulary, including content words and concepts; targets vocabulary learning Provides students' access to diverse and complex text patterns Develops connections between students' prior knowledge and experiences while expanding knowledge of text content Demonstrates use of word reading and comprehension skills and strategies Extends students' interest in content explorations Encourages students to grapple with unfamiliar concepts and analyze these from different perspectives 	<ul style="list-style-type: none"> Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004) Johnston, V. (2015). Beck, L. & McKeown, M.G. (2001) Brabham, E. & Lynch-Jackson, C. (2002) Blachowicz, C. & Obracht, C. (2007) Santoro, Chard, D., Howard, L., & Baker, S. (2008)

Accessing on-grade level texts through shared reading	<ul style="list-style-type: none"> • Draws attention to print and text features to support word reading and comprehension strategies • Demonstrates reading and knowledge building skills and strategies to scaffold students' use of the text to support their reading and comprehension • Teaches elements of the reading process (e.g., finding and defining targeted vocabulary; inviting students to read along to emphasize meaningful phrases) 	<ul style="list-style-type: none"> • Blachowicz, C. & Obracht, C. (2005). • Fisher, B. & Medvic, E. (2000). • Fisher, D., Frey, N., & Lapp, D. (2008). • Schickedanz, J. & McGee, L. (2010). • Waters, Karen C. (2014).
Responding to texts through interactive speaking and writing activities	<ul style="list-style-type: none"> • Develops students' ability to effectively construct opinions and arguments and defend them with evidence • Provides opportunities for students to apply learning in authentic ways • Encourages students to listen to the perspectives of others 	<ul style="list-style-type: none"> • Gilliam, S. & Reutzel, D. (2013). • Isbell, R., Lindauer, L., & Lowrance, A. (2004). • De Temple, J. & Snow, C. (2003). • Hansen, J. (2009). • Read, S. (2005). • McCarrier, A., Pinnell, G., & Fountas, I. (2000).
Teaching foundational skills through reading and writing	<ul style="list-style-type: none"> • Draws attention to particular letters or word parts within complex text • Develops strong foundational skills that support fluent reading • Integrates skills-based and knowledge-based competencies 	<ul style="list-style-type: none"> • Aram, D. (2006). • Gehsmann, K. & Templeton, S. (2013). • Justice, L., Meir, J., & Walpole, S. (2005). • McCarrier, A., Fountas, I. C., & Pinnell, G. S. (2000). • Morrow, L. (2009).
Guided reading and instructional-level texts	<ul style="list-style-type: none"> • Provides small group instruction that enables individualized instruction during text readings to meet individual student needs • Matches student's reading performance to text levels • Guides students through text reading to generate connections to prior knowledge, identify main ideas and supporting details, generate inferences, reread to generate arguments with supporting evidence, and to draw conclusions 	<ul style="list-style-type: none"> • Burkins, J. M., & Croft, M. M. (2010) • Cantrell, S. & Wheeler, T. (2011). • Ford, M. P., & Opitz, M. F. (2008). • Fountas, I. & Pinnell, G. (2006) • Fountas, I. & Pinnell, G. (2012). • Gurley, J. L. (2012). • Dougherty-Stahl, K. (2004). • Wharton-McDonald, R. (2011).

	<ul style="list-style-type: none"> • Individualizes instruction to build on each student's unique experiences and background knowledge 	
Independent reading and reading conferences	<ul style="list-style-type: none"> • Acknowledges students' unique interests • Creates an opportunity for students to self-select text and explore topics that build their knowledge and understanding of a myriad of topics • Engages students in discussions about their reading skills and strategies providing teacher feedback • Enables teacher monitoring of progress and supports individual guidance • Increases students' vocabulary • Increases students' motivation and develops their self-concept as a reader • Increases reading fluency 	<ul style="list-style-type: none"> • Bomer, R. (1999). • Cunningham, A. (2005). • Fisher, D., Grant, M., & Ross, D. (2010).