Read to be Ready Coaching Network Leadership Summit

Objectives

Be able to identify and support three literacy priorities in K-3.

Be able to ensure high quality professional learning and coaching support for teachers.

Be able to ensure teachers have adequate instructional materials, resources, and curriculum that support the three literacy priority areas.

Commissioner McQueen Video

Welcome
Dr. Elizabeth Alves
Assistant Commissioner of Early Learning and Literacy

READ TO BE READY

75 percent of Tennessee students reading on grade level **by 2025**

TN Department of **Education**

A Multifaceted Statewide Initiative

Teacher knowledge and practice are critical

Teaching Literacy in Tennessee Resources

Early Literacy Matters Pilot

Coaching Network

It's never too late

Early Literacy Matters

READ TO BE **READY**
Building thinkers in Tennessee

Educator Preparation Alignment

Tennessee Early Learning Network (TELN)

Summer Reading Program

It takes a community

Reading is more that just "sounding out" words

Our Vision

*Districts and schools in Tennessee will exemplify excellence and equity such that **all students** are equipped with the knowledge and skills to successfully embark upon their chosen path in life.*

Our Big Goals

1 Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.

2 75 percent of Tennessee third graders will be **proficient in reading** by 2025.

3 The **average ACT composite score** in Tennessee will be a 21 by 2020.

4 The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.

Early Learning Principles

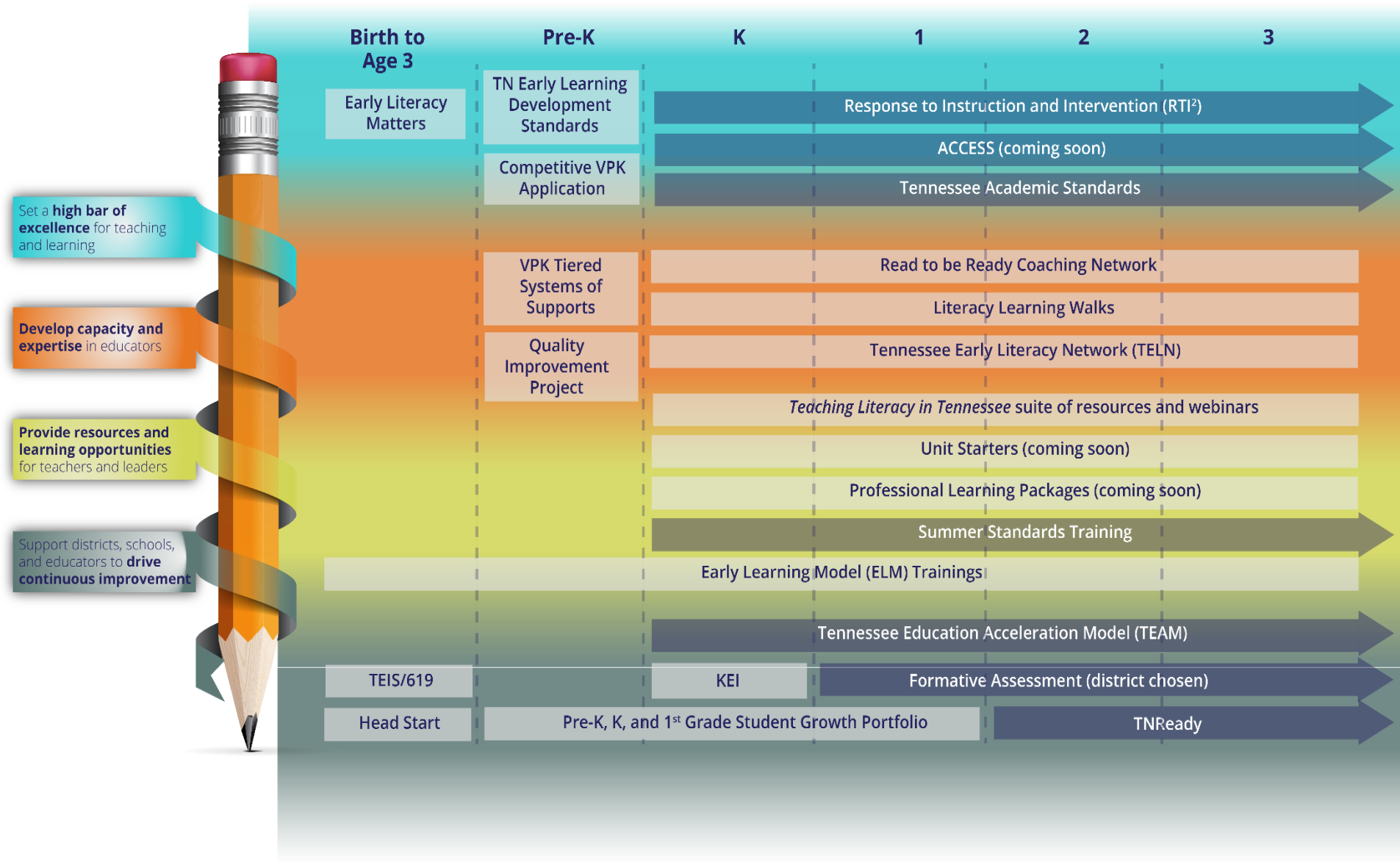Set a **high bar of excellence** for teaching and learning

Develop capacity and expertise in educators

75% of third grade students will be proficient in reading by 2025.

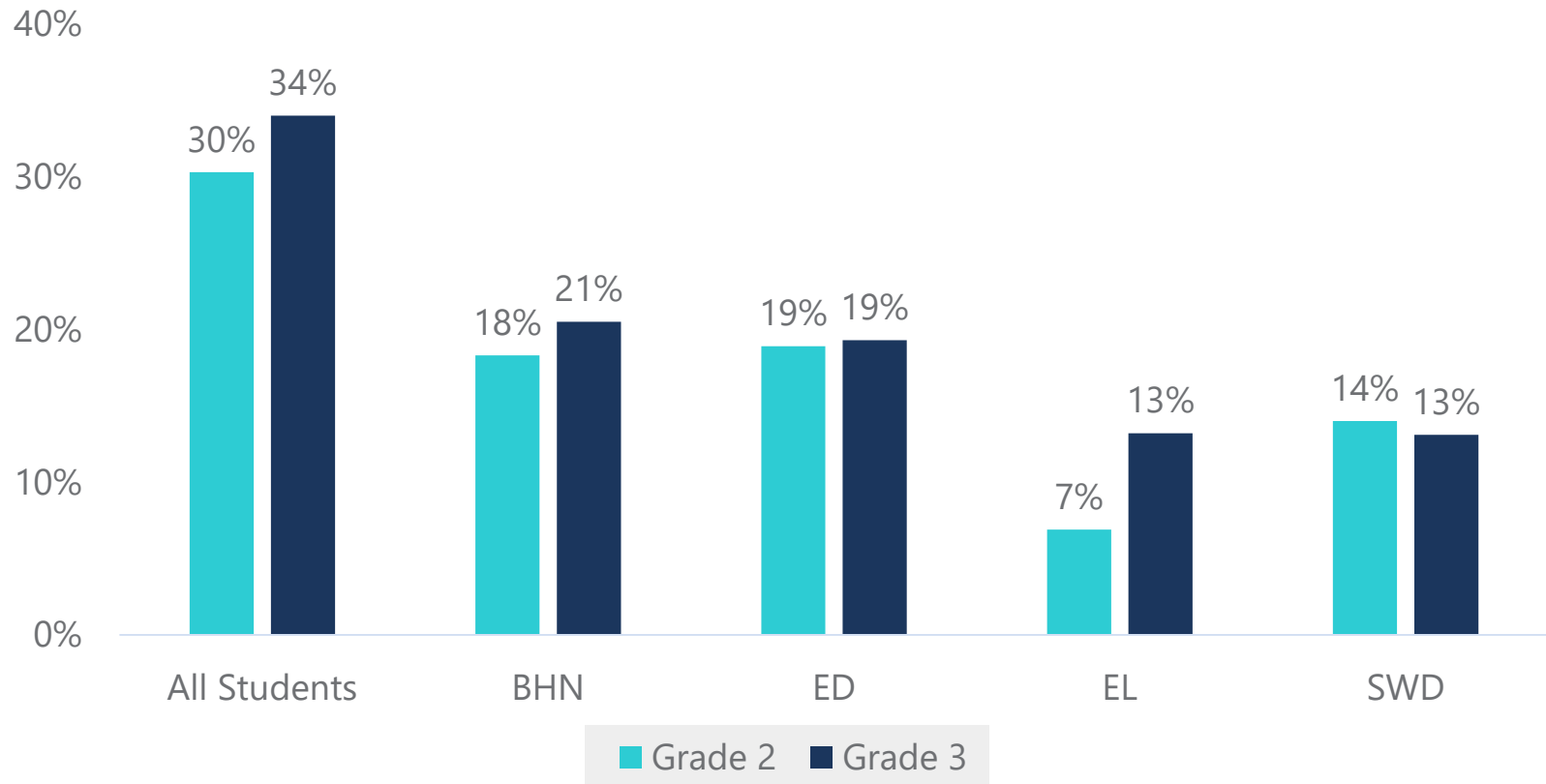**Provide resources and learning opportunities** for teachers and leaders

Support districts, schools, and educators to **drive continuous improvement**
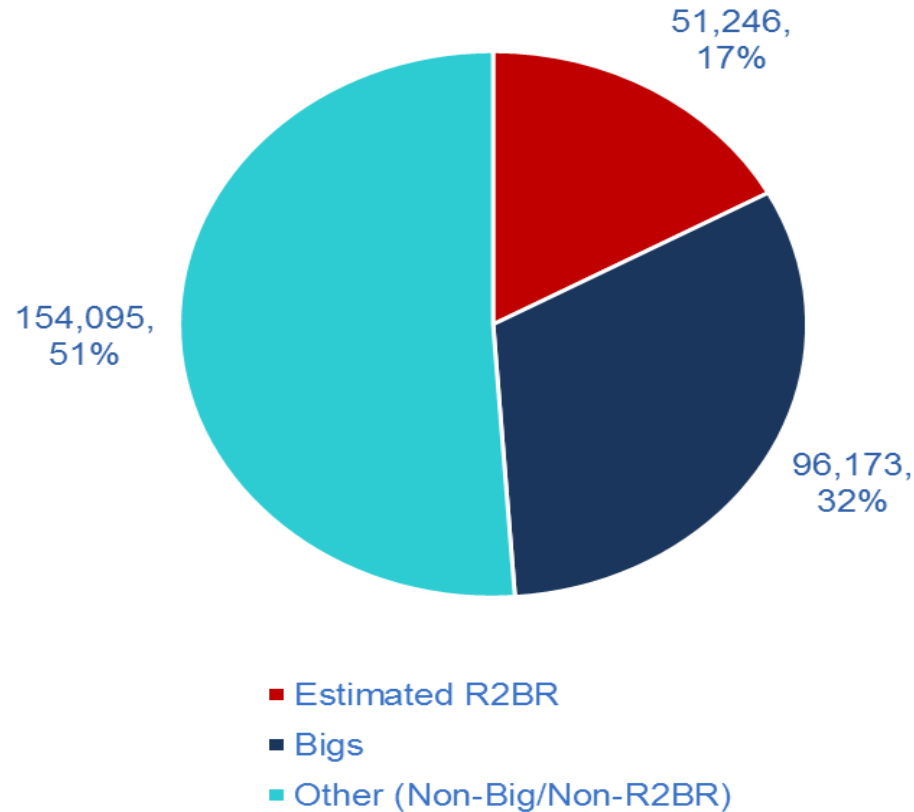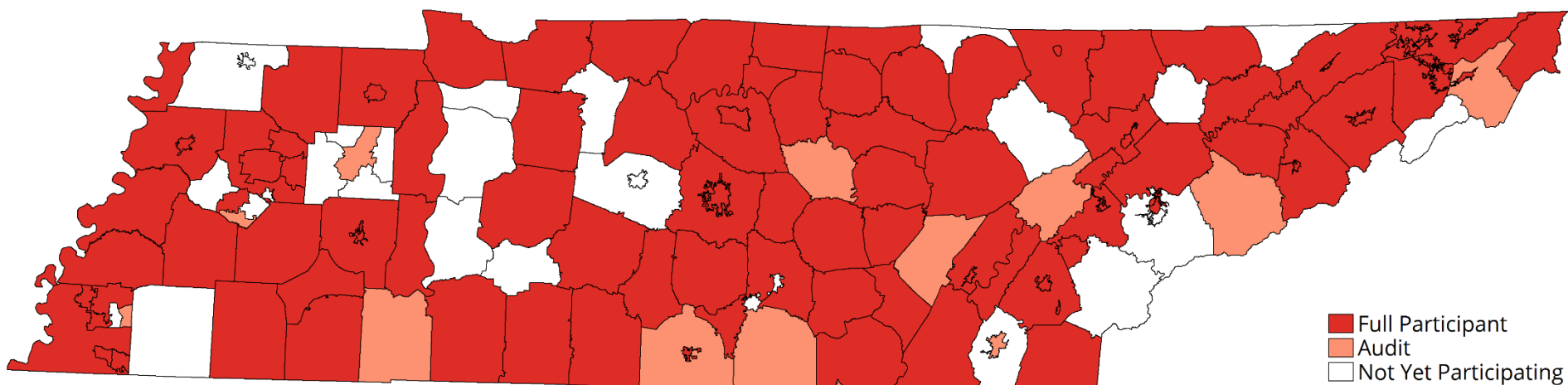
Connecting the Dots

	Birth to Age 3	Pre-K	K	1	2	3
Set a **high bar of excellence** for teaching and learning	Early Literacy Matters	TN Early Learning Development Standards	Response to Instruction and Intervention (RTI²)			
			ACCESS (coming soon)			
		Competitive VPK Application	Tennessee Academic Standards			
Develop capacity and expertise in educators		VPK Tiered Systems of Supports	Read to be Ready Coaching Network			
			Literacy Learning Walks			
		Quality Improvement Project	Tennessee Early Literacy Network (TELN)			
Provide resources and learning opportunities for teachers and leaders			*Teaching Literacy in Tennessee* suite of resources and webinars			
			Unit Starters (coming soon)			
			Professional Learning Packages (coming soon)			
			Summer Standards Training			
Support districts, schools, and educators to **drive continuous improvement**		Early Learning Model (ELM) Trainings				
			Tennessee Education Acceleration Model (TEAM)			
	TEIS/619		KEI	Formative Assessment (district chosen)		
	Head Start	Pre-K, K, and 1st Grade Student Growth Portfolio		TNReady		

Students Impacted by R2BR Coaching

51,246, 17%

96,173, 32%

154,095, 51%

■ Estimated R2BR
■ Bigs
■ Other (Non-Big/Non-R2BR)

The Read to be Ready Coaching Network

Full Participant
Audit
Not Yet Participating

TN Department of Education

Convening Norms

Actively engage

Assume good intentions

Remain student-centered

Collaborate respectfully

Be open-minded

Leading Change

Thumb War

- Find a partner and see how many times you and your partner can pin each other. You will have one minute to try to get as many "pins" as possible.

Adapted from Billions Institute
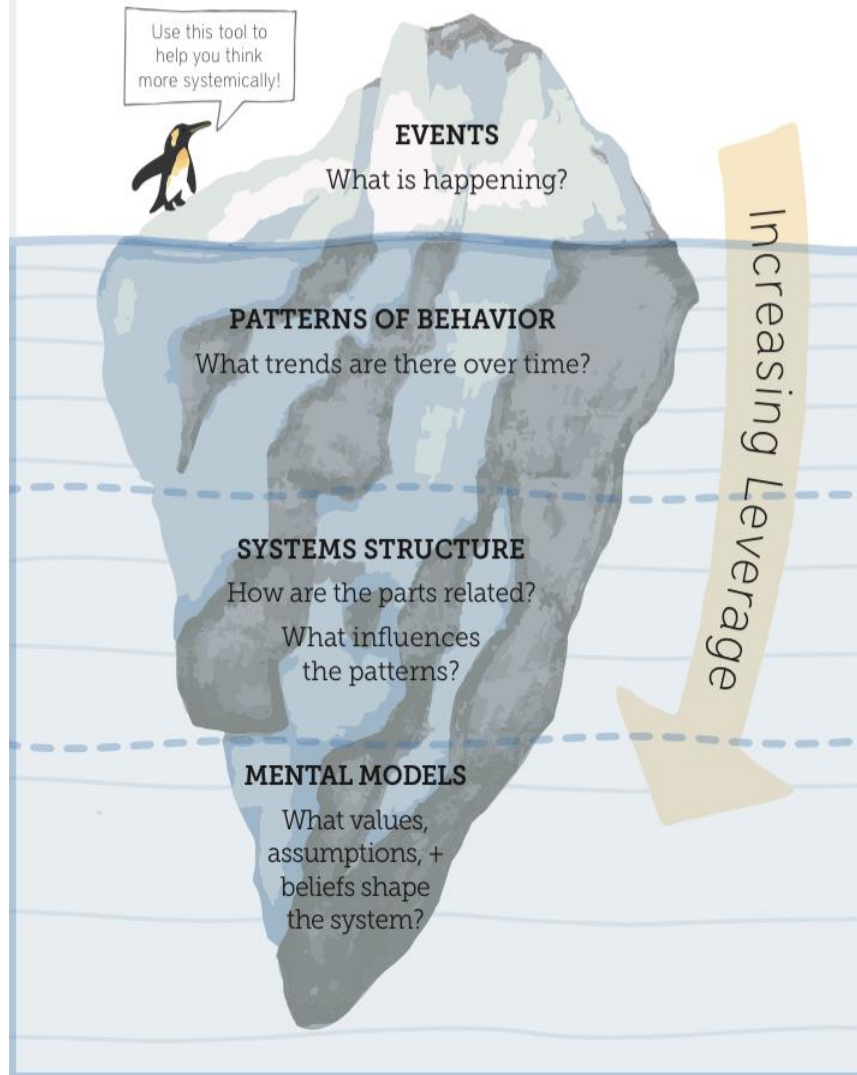
Objectives

Be able to identify and support three literacy priorities in K-3.

Be able to ensure high quality professional learning and coaching support for teachers.

Be able to ensure teachers have adequate instructional materials, resources and curriculum that support the three literacy priority areas.

Three Priorities for Literacy

Becky Cox

Executive Director of Reading
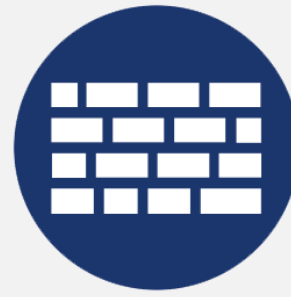
Vision of Proficient Reading

Accurately, fluently, and independently read a wide range of complex texts

Strategically employ comprehension strategies to analyze key ideas and information

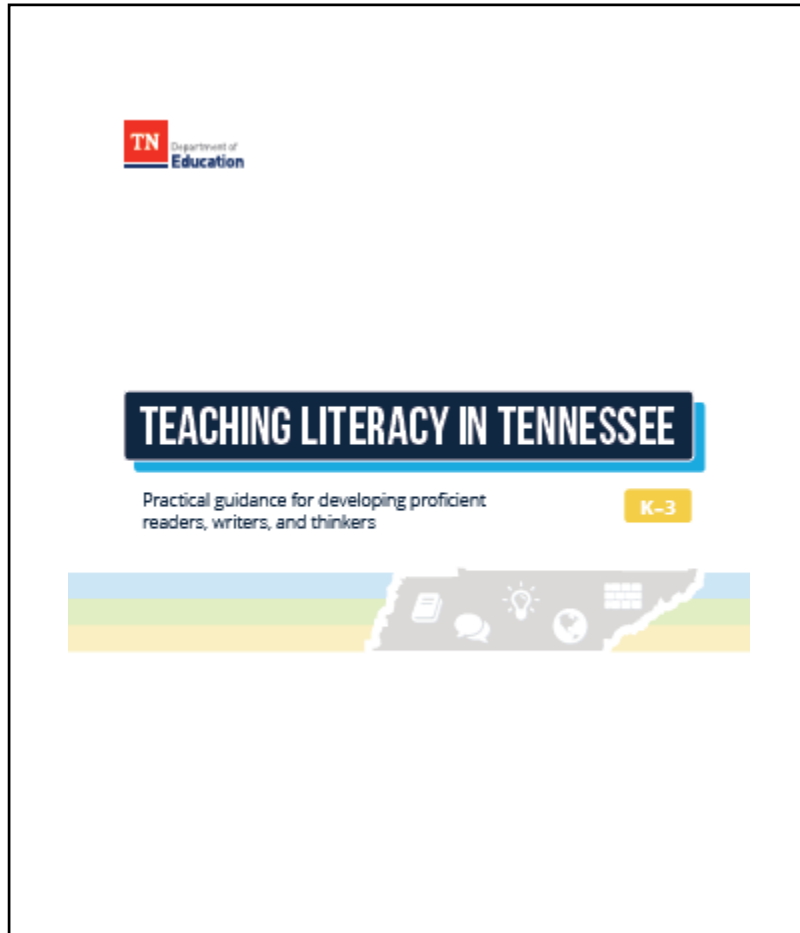**Construct interpretations and arguments through speaking and writing**

Develop vocabulary

Build knowledge about the world

Teaching Literacy in Tennessee
Theory of Action

If we provide daily opportunities for ALL students to build skills-based and knowledge-based competencies by…

- engaging in a high volume of reading;
- reading and listening to complex texts that are on or beyond grade level;
- thinking deeply about and responding to text through speaking and writing;
- developing the skill and craft of a writer;
- practicing foundational skills that have been taught explicitly and systematically and applied through reading and writing;

Then, we will meet or exceed our goal of having 75% of Tennessee third graders reading on grade level by 2025.
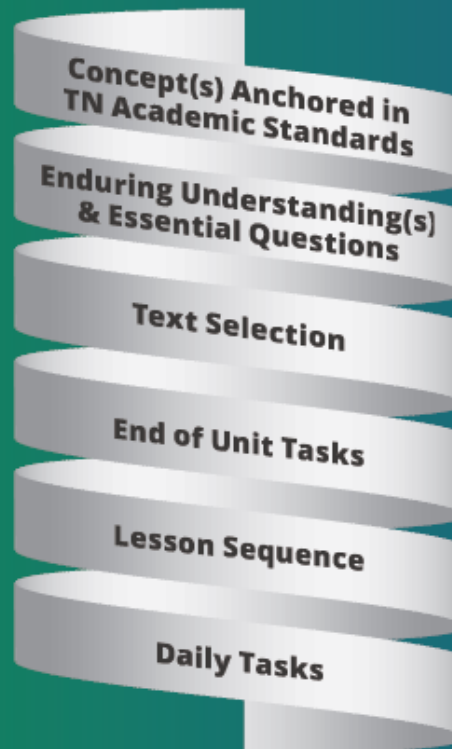
Three Priorities for Literacy

1. **Higher quality texts** selected to build conceptual knowledge

2. **Question sequences and tasks** that build critical thinking skills and meet the demands of the standards

3. **Explicit and systematic foundational skills instruction** with opportunities to practice with **connected text** in reading and writing

TN Department of **Education**

Literacy Unit Design Framework

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

- Concept(s) Anchored in TN Academic Standards
- Enduring Understanding(s) & Essential Questions
- Text Selection
- End of Unit Tasks
- Lesson Sequence
- Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Both types of competencies work together during reading, writing, speaking and listening opportunities

SKILLS-BASED COMPETENCIES

concepts about print   word reading   fluency

alphabet knowledge   spelling   phonological awareness

KNOWLEDGE-BASED COMPETENCIES

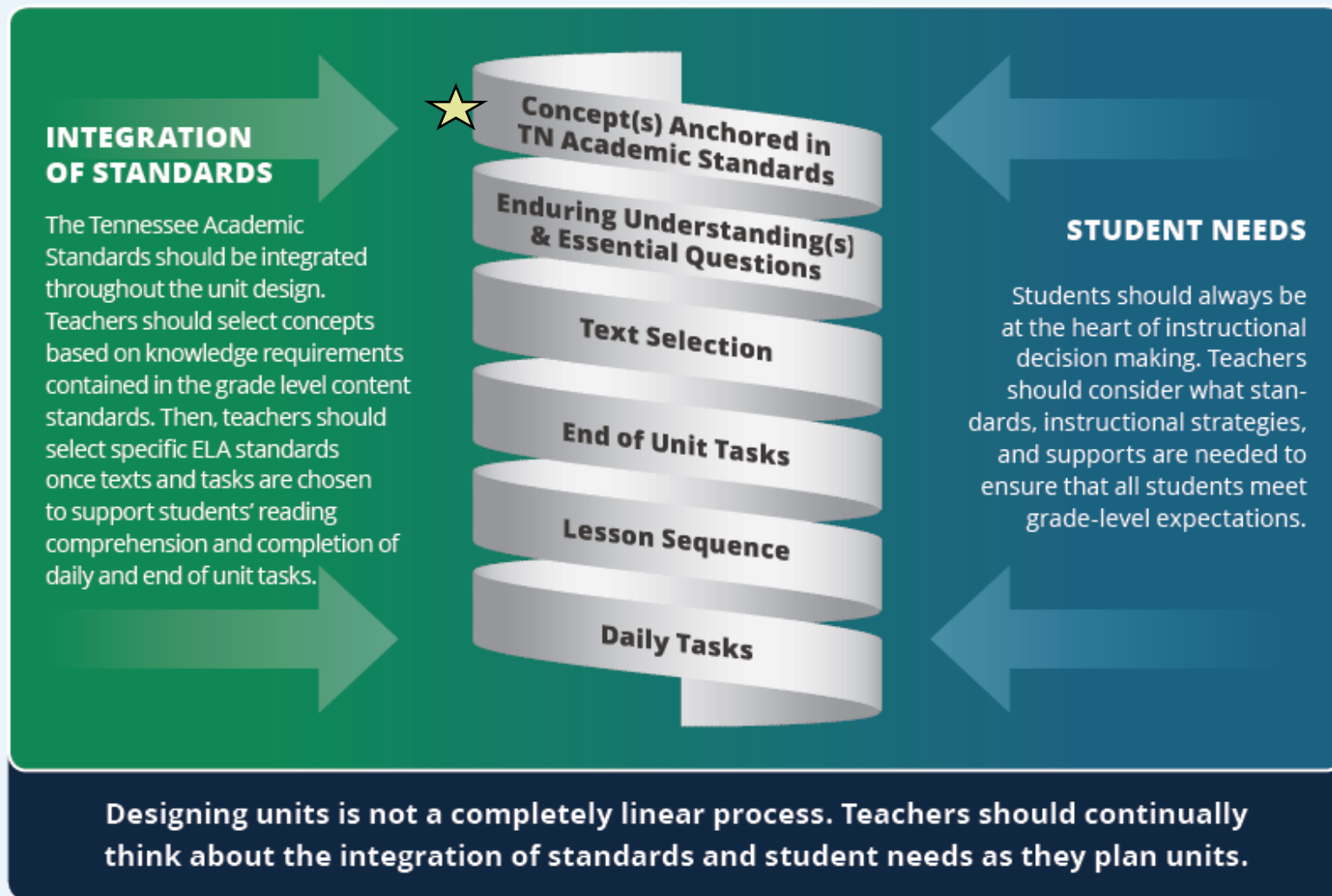The ability to understand and express complex ideas

vocabulary   oral language skills   concepts about the world

Concepts as the Foundation of Unit Design

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

- Concept(s) Anchored in TN Academic Standards
- Enduring Understanding(s) & Essential Questions
- Text Selection
- End of Unit Tasks
- Lesson Sequence
- Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Unit Concepts

GRADE K

There are **common, predictable weather patterns associated with each season** and people, animals, and plants are impacted by these changing weather patterns.

GRADE 1

Celestial bodies in the solar system are in motion, resulting in patterns like day and night, the seasons, and the moon's phases**.**

GRADE 2

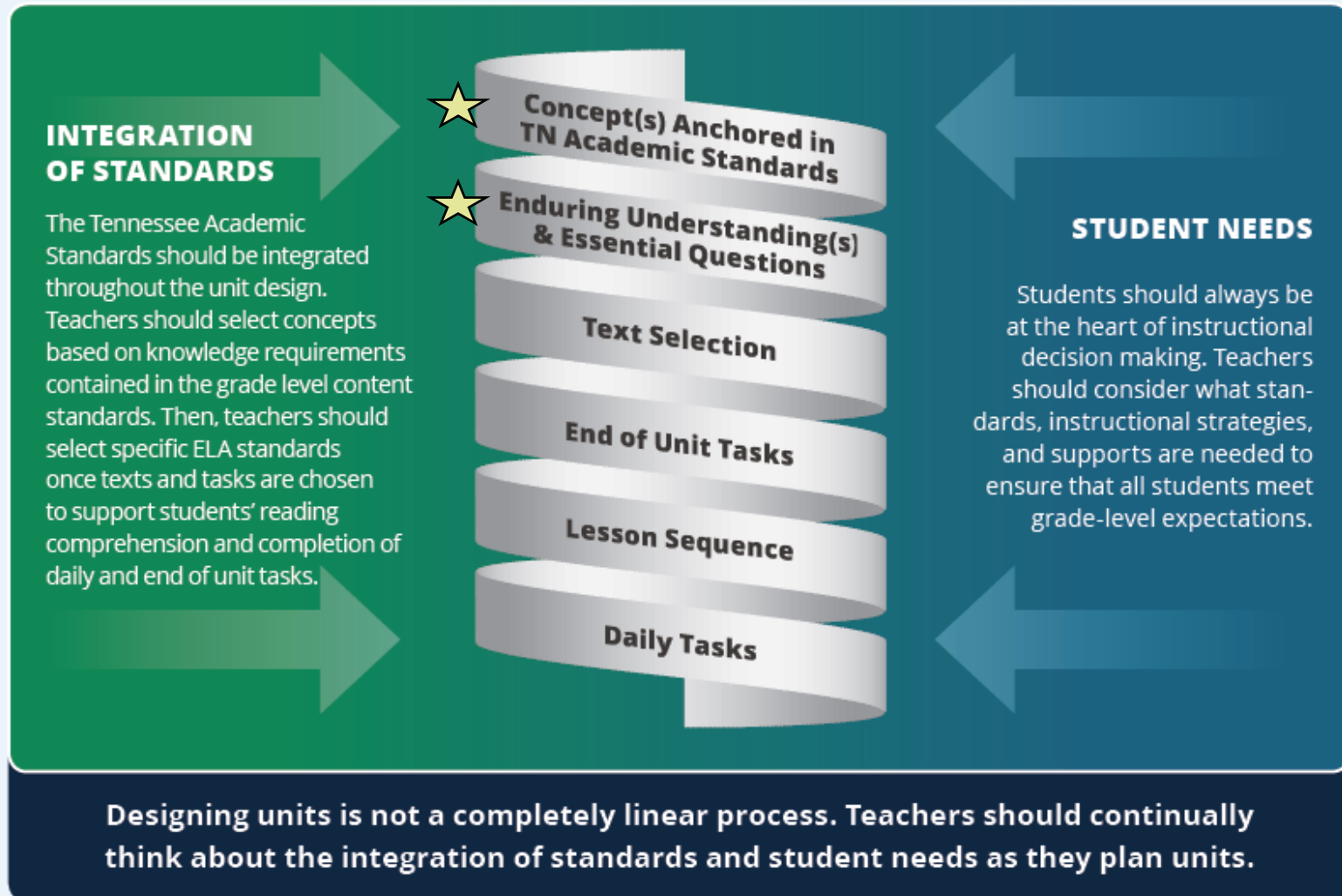Incredible forces deep inside the Earth result in **natural processes that change the Earth's surface.**
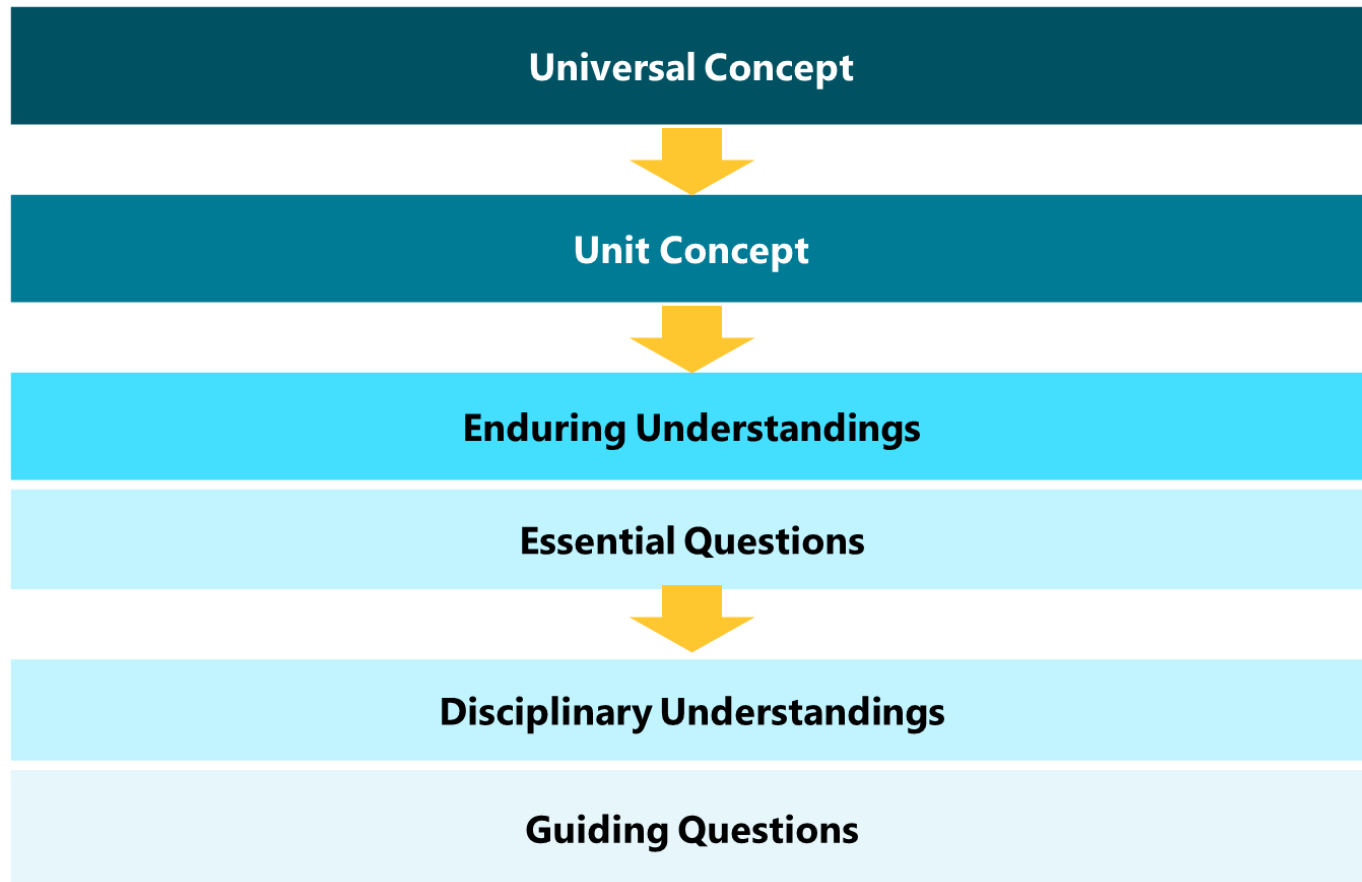

GRADE 3

Each of the **planets in the solar system has it's own special path** – or orbit – around the sun, resulting in **specific characteristics**.

Lasting Learning related to Concepts

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in TN Academic Standards

Enduring Understanding(s) & Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Building Conceptual Learning

Universal Concept

Unit Concept

Enduring Understandings

Essential Questions

Disciplinary Understandings

Guiding Questions

Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe, J. (2013)

Universal Concept

Universal Concept:

A concept that bridges all disciplinary and grade-level boundaries.

This concept provides educators and students with an organizational framework for connecting knowledge across disciplines into a coherent view of the world.

Example:

Grade 1 - Observed patterns prompt questions about relationships.

Universal Concept
Unit Concept
Enduring Understandings
Essential Questions
Disciplinary Understandings
Guiding Questions

Unit Concept

Universal Concept

Unit Concept

Enduring Understandings

Essential Questions

Disciplinary Understandings

Guiding Questions
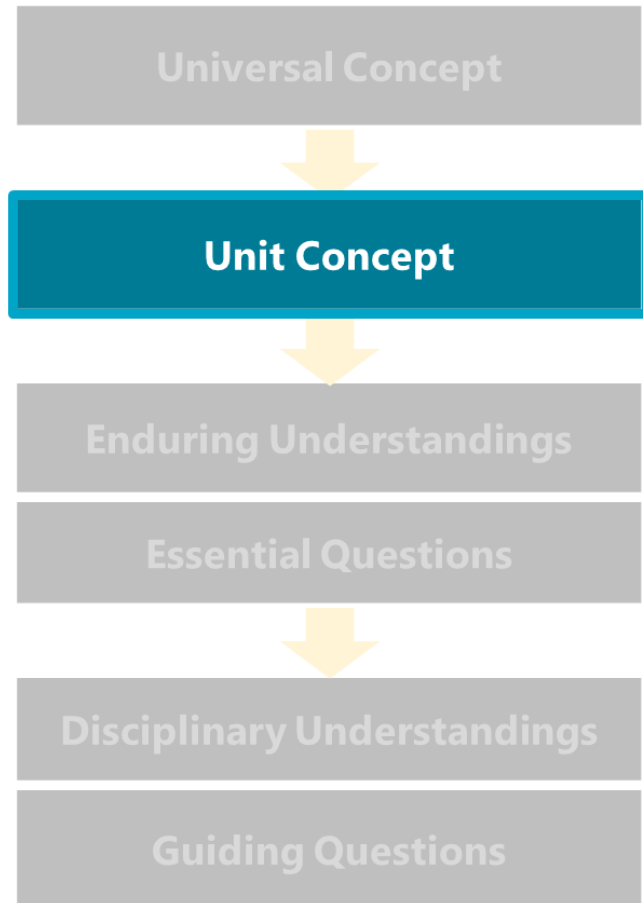
Unit Concept

The application of the universal concept to the specific discipline – in this case science.

This concept provides students with an organizational framework for connecting knowledge within the disciplines into a coherent view of the world and provides educators with a focus for unit planning.

Example:

Grade 1 - Predictable patterns result from movement of bodies in the universe.

Enduring Understandings and Essential Questions

Universal Concept

↓

Unit Concept

↓

Enduring Understandings
Essential Questions

↓

Disciplinary Understandings

Guiding Questions
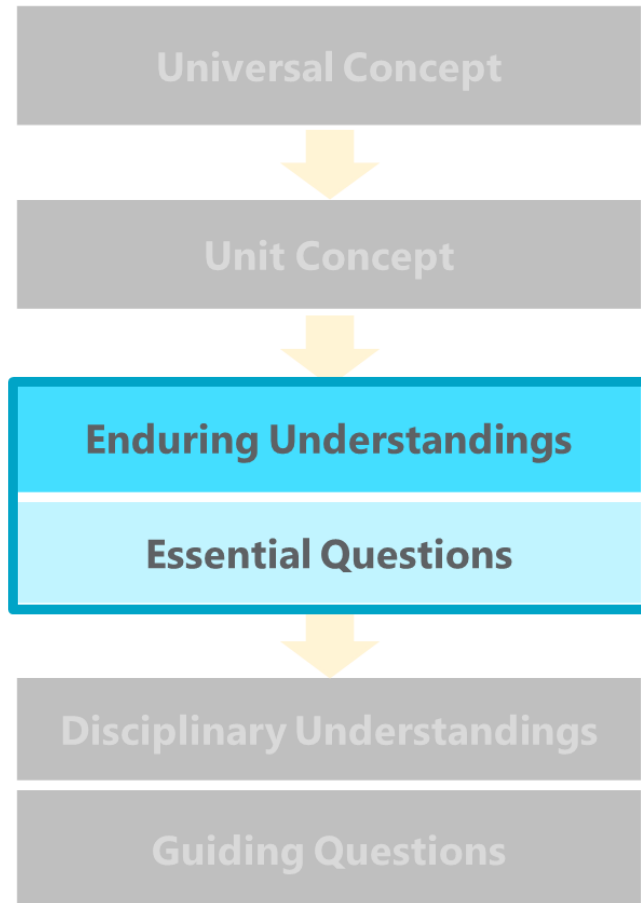
Enduring Understandings

The ideas we want students to understand, not just recall, from deep exploration of our Unit Concept.

The Enduring Understandings reflect the abstract, easily misunderstood, "big" ideas of the discipline.

Example:

Grade 1 - All bodies in the universe are in motion. Relationships between these moving bodies create observable patterns.

Essential Questions

Open-ended questions that guide students' exploration of the Enduring Understandings or "big" ideas of the discipline.

Example:

Grade 1 - Why do objects in space appear to change or move? How does the movement of bodies in the universe create patterns that we observe?

TN Department of **Education**

Adapted from McTighe, J. & Seif, E. (2011), Wiggins, G. & McTighe, J. (2013)

Disciplinary Understandings and Guiding Questions

Universal Concept

Unit Concept

Enduring Understandings

Essential Questions

Disciplinary Understandings

Guiding Questions
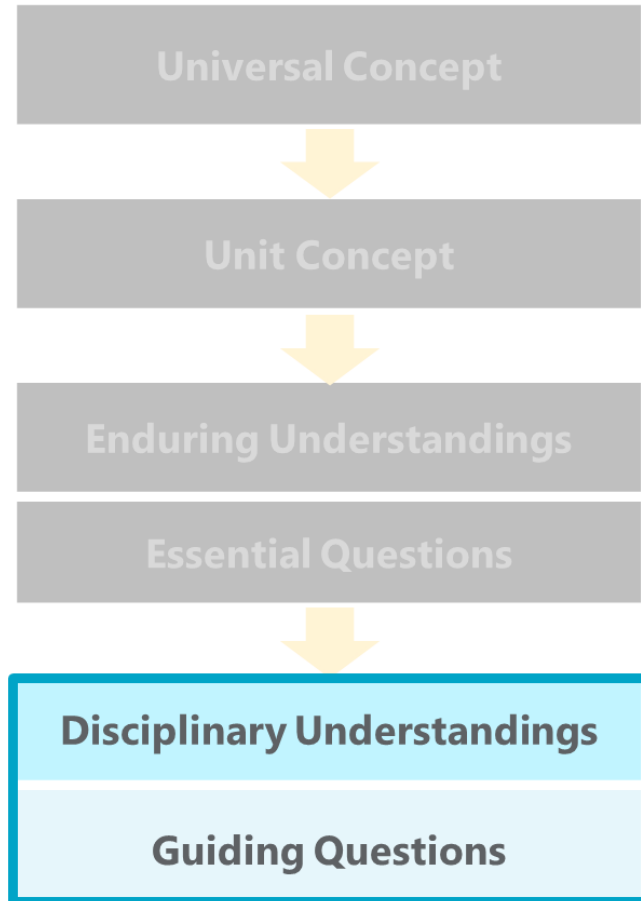
Disciplinary Understandings

The specific ideas and specialized vocabulary of the discipline. These ideas will focus instruction, build disciplinary knowledge, and provide the schema to organize and anchor new word learning.

Example:

Grade 1 - There are many bodies in the universe, including Earth. We cannot see all of these bodies with the naked eye because of the vastness of space. The bodies we can observe from Earth appear to change or move.

Guiding Questions

Open-ended questions that guide students' exploration of the Disciplinary Understandings in the unit and refer specifically to the domain (e.g. ecosystems).

Example:

Grade 1 - What exists in the universe? How big is the universe? What can we observe from Earth?

TN Department of **Education**

Unit Conceptual Knowledge Example

Universal Concept: Observed patterns prompt questions about relationships.

⬇

Unit Concept: Predictable patterns result from movement of bodies in the universe.

⬇

Enduring Understanding: All bodies in the universe are in motion.

Enduring Understanding: Relationships between these moving bodies create observable patterns.

Essential Question: Why do objects in space appear to change or move?

Essential Question: How does the movement of bodies in the universe create patterns that we observe?

⬇ ⬇ ⬇

Disciplinary Understandings: There are many bodies in the universe, including Earth.

Disciplinary Understandings: We cannot see all of these bodies with the naked eye because of the vastness of space.

Disciplinary Understandings: The bodies that we can observe from Earth appear to change or move.

Guiding Questions: What exists in the universe?

Guiding Questions: How big is the universe?

Guiding Questions: What can we observe from Earth?

1.ESS1.1: Use observations or models of the sun, moon, and stars to describe patterns that can be predicted.
1.ESS1.2: Observe natural objects in the sky that can be seen from Earth with the naked eye and recognize that a telescope, used as a tool, can provide greater detail of objects in the sky.
1.ESS1.3: Analyze data to predict patterns between sunrise and sunset, and the change of seasons.
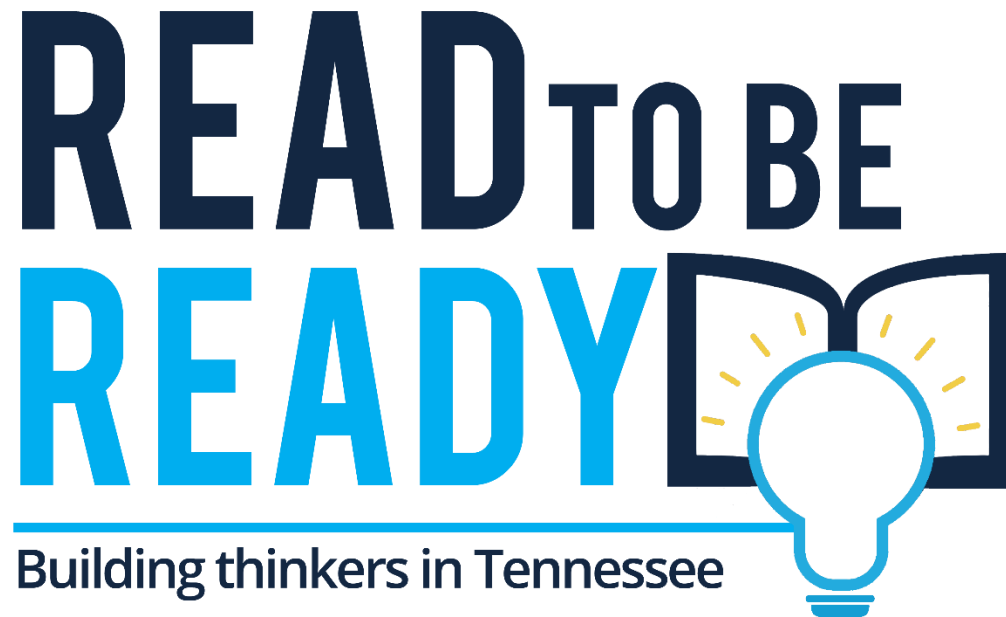
Leadership Summit
Building Knowledge in the Literacy Block

Research to Changes in Practice

ALL students are provided daily opportunities to **engage in a high volume of reading**.

- Incorporate text during instructional strategies for reading (interactive read aloud, shared reading, small group reading, independent reading).

- Provide a variety of text types and genres.

- Use student-created writing reciprocally for reading.

- Support synthesis of text to build conceptual knowledge across the unit.

Reading Strategies

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in TN Academic Standards

Enduring Understanding(s) & Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

READING

| Interactive Read Aloud | Shared Reading | Small Group Reading | Independent Reading and Reading Conferences |

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Interactive Read Aloud

ELEMENTS OF THE LITERACY BLOCK
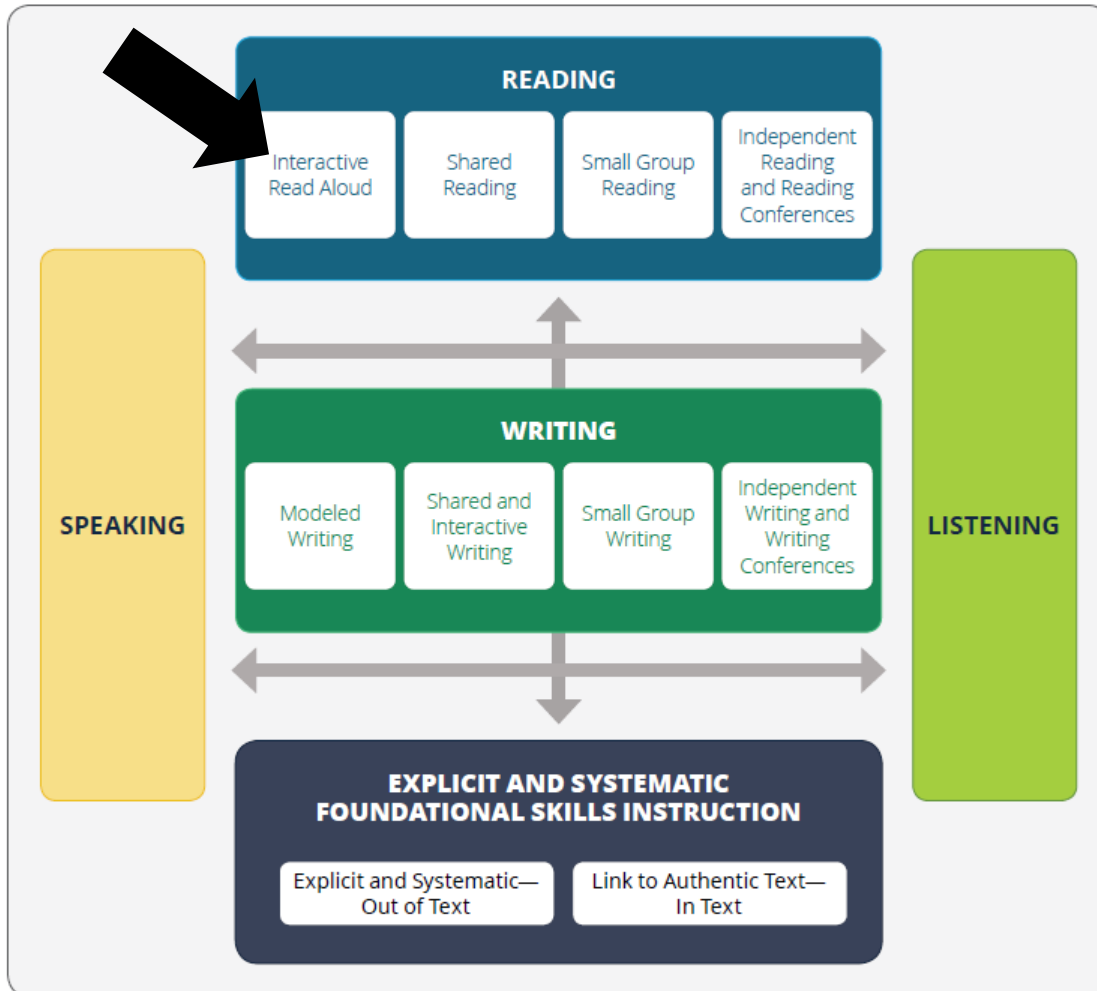
Definition: Interactive read aloud is an instructional strategy in which students actively listen and respond to above grade level complex text.

Shared Reading

ELEMENTS OF THE LITERACY BLOCK

READING

| Interactive Read Aloud | Shared Reading | Small Group Reading | Independent Reading and Reading Conferences |

SPEAKING

WRITING

| Modeled Writing | Shared and Interactive Writing | Small Group Writing | Independent Writing and Writing Conferences |

LISTENING

EXPLICIT AND SYSTEMATIC FOUNDATIONAL SKILLS INSTRUCTION

| Explicit and Systematic— Out of Text | Link to Authentic Text— In Text |

Definition: Shared reading is an interactive experience in which students join in the reading of an on grade level complex text with teacher guidance and support

Small Group Reading

ELEMENTS OF THE LITERACY BLOCK

READING

- Interactive Read Aloud
- Shared Reading
- Small Group Reading
- Independent Reading and Reading Conferences

SPEAKING

LISTENING

WRITING

- Modeled Writing
- Shared and Interactive Writing
- Small Group Writing
- Independent Writing and Writing Conferences

EXPLICIT AND SYSTEMATIC FOUNDATIONAL SKILLS INSTRUCTION

- Explicit and Systematic— Out of Text
- Link to Authentic Text— In Text

Definition:
Small group reading is an instructional strategy in which a teacher works in small groups to support students as they read appropriately complex text.

Independent Reading

ELEMENTS OF THE LITERACY BLOCK

READING
- Interactive Read Aloud
- Shared Reading
- Small Group Reading
- Independent Reading and Reading Conferences

WRITING
- Modeled Writing
- Shared and Interactive Writing
- Small Group Writing
- Independent Writing and Writing Conferences

SPEAKING

LISTENING

EXPLICIT AND SYSTEMATIC FOUNDATIONAL SKILLS INSTRUCTION
- Explicit and Systematic— Out of Text
- Link to Authentic Text— In Text

Definition: Independent reading is a strategy that provides dedicated time for students to choose and read text of personal interest with teacher support in selecting texts, as needed.

Text Sets

Text sets include opportunities for students to access at and above grade level expectations, as well as texts for small group and independent reading.
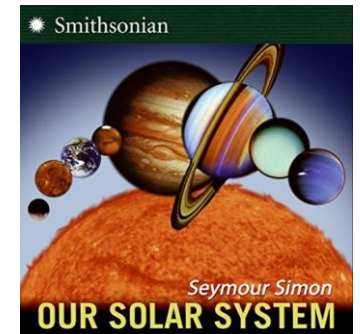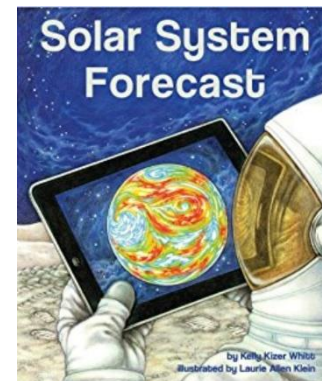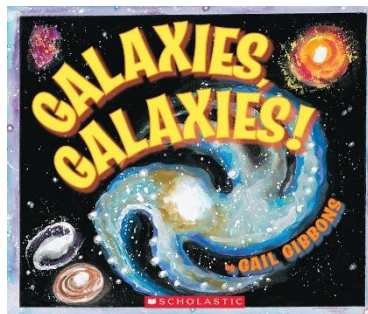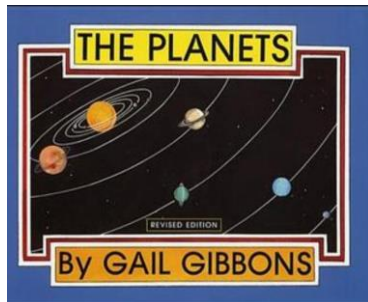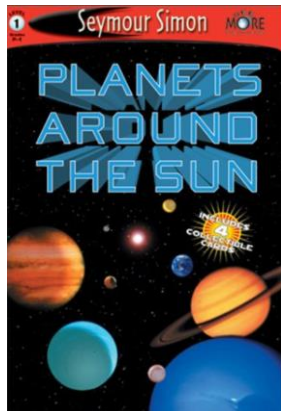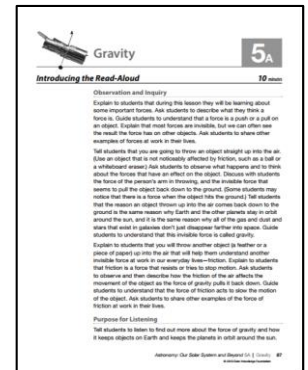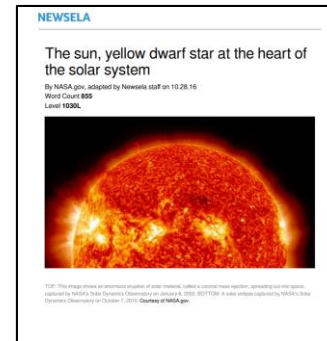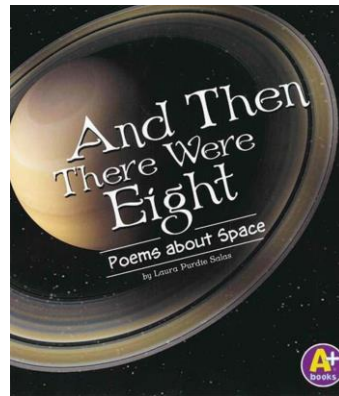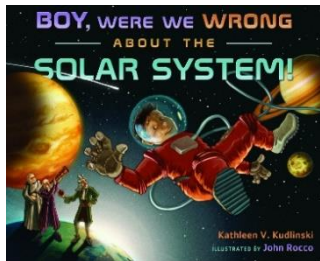
Research to Changes in Practice

ALL students are provided daily opportunities to **read and listen to complex texts that are on or beyond grade level**.

- Analyze text for all four elements related to text complexity.

- Use frequent interactive read alouds.

- Plan frequent shared reading experiences.
- Cognitively stretch students during small group reading.

READING

| Interactive Read Aloud | Shared Reading | Small Group Reading | Independent Reading and Reading Conferences |

Literacy Priority #1:
Higher Quality Texts

Text Selection

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

Concept(s) Anchored in TN Academic Standards

Enduring Understanding(s) & Essential Questions

Text Selection

End of Unit Tasks

Lesson Sequence

Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Text Complexity Dimensions

Literacy Priority #1: Higher quality texts selected to build conceptual knowledge

Qualitative Complexity

High Quality and Content Rich

Quantitative Complexity

Reader and Task

TN Department of Education
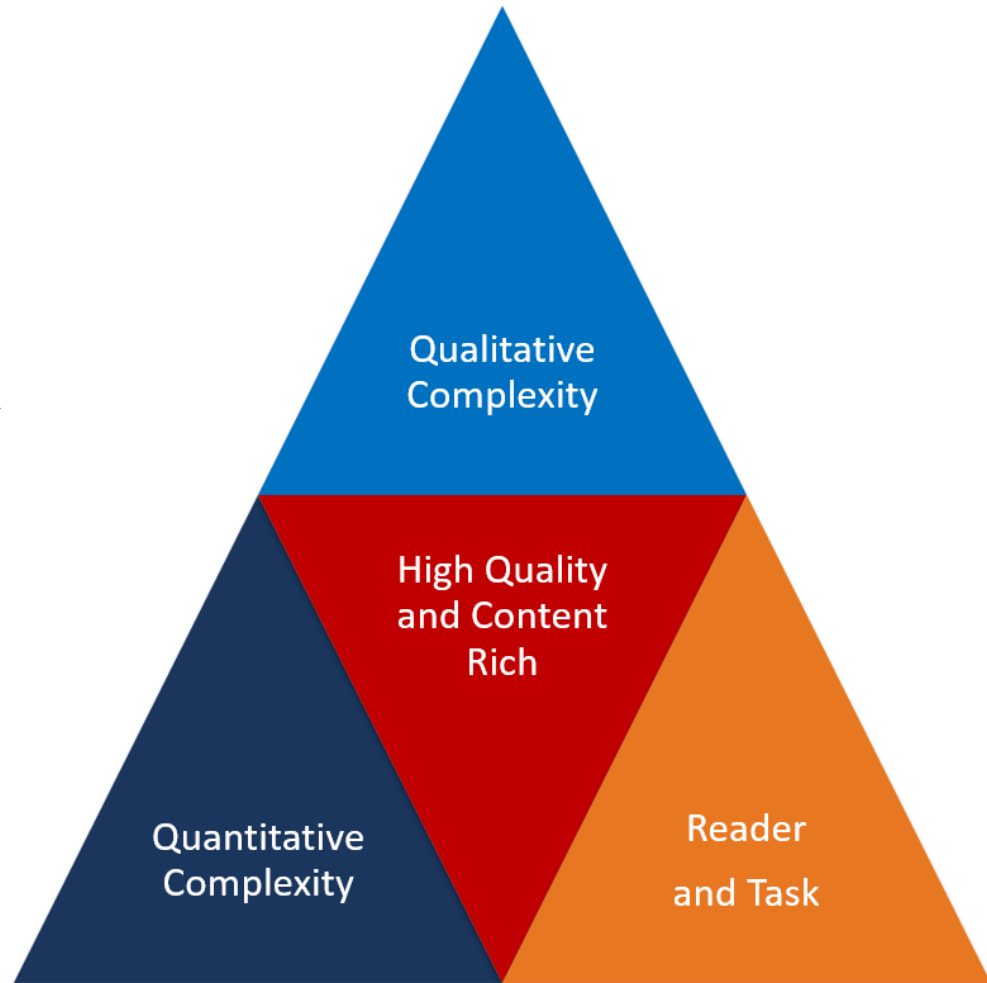
Quantitative Text Complexity

Lexile Measures by Grade Band

Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740 to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L

Qualitative Text Complexity

- Density and Complexity
- Figurative Language
- Purpose

- Genre
- Organization
- Narration
- Text Features
- Graphics

Levels of Meaning and Purpose

Structure

Knowledge Demands

Language Convention and Clarity

- Vocabulary
- Prior Knowledge
- Cultural Knowledge
- Background Knowledge

- Standard English and Variations
- Register

Reference: Fisher and Frey, 2013

Department of **Education**
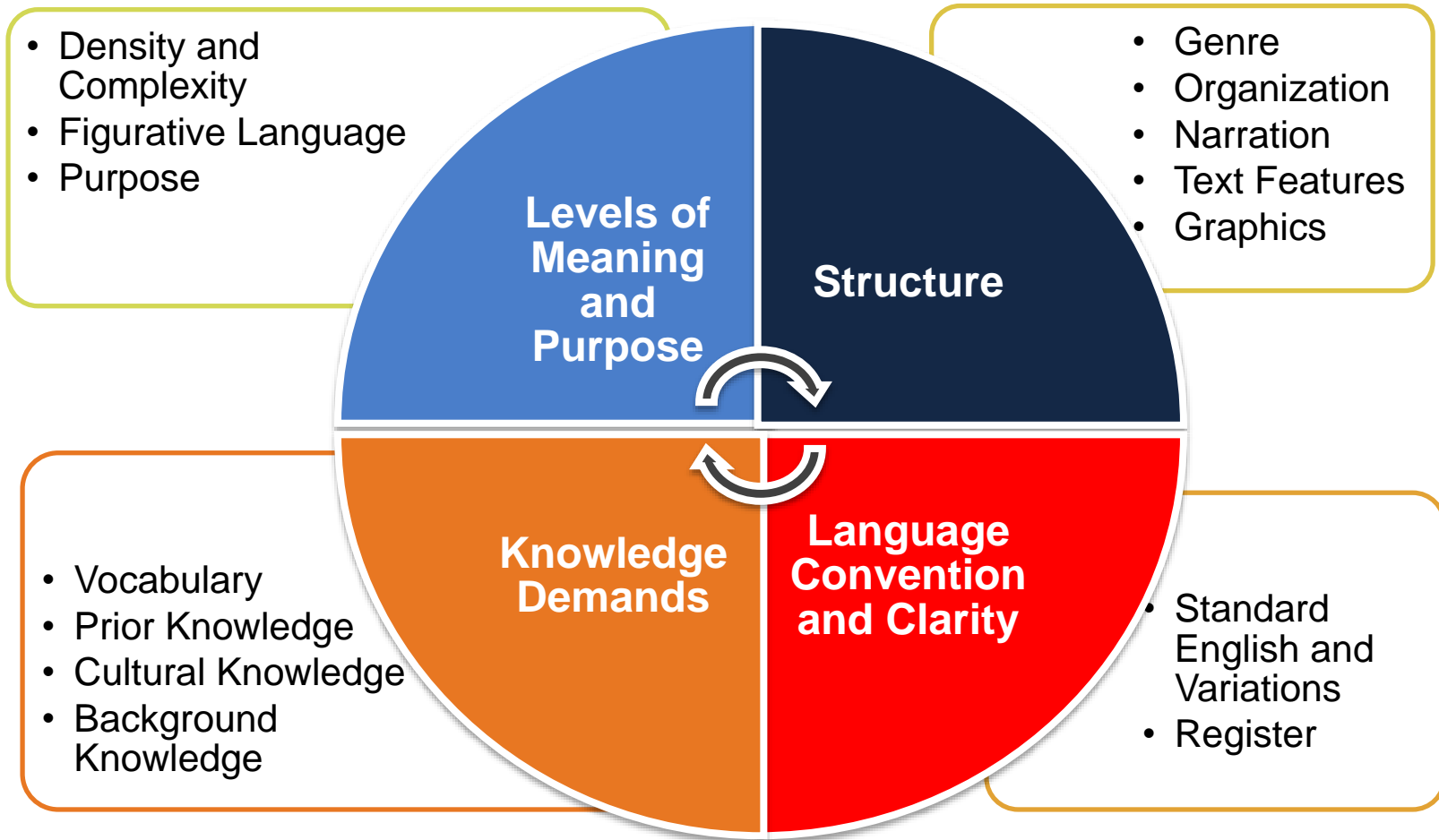
Reader and Task

Reader Considerations	Task Considerations
• Are readers likely to be interested in the situation, theme, topic, issue, or subject matter of the text? • What prior background knowledge or experience will readers need to successfully access and comprehend the text? • What cultural details will students need to know to access/engage with/comprehend the text?	• What learning experiences must students have to lead them toward successful completion of the culminating task? • With what kind of grouping structure will the students engage when analyzing this text? • What kinds of thinking and problem solving will students have to use to fully access the text?

Literacy Priority #2: Questions and Tasks

Research to Changes in Practice

ALL students are provided daily opportunities to **think deeply about and respond to text through speaking and writing.**

- Build depth with units that are constructed around concepts, enduring understandings, and essential questions.

- Incorporate structures that engage all students in text-based conversations.

- Plan authentic and rigorous end-of-unit tasks that allow students to demonstrate understanding related to grade-level expectations.

- Use daily tasks as one form of evidence that informs progress toward end of unit task.

Research to Changes in Practice

ALL students are provided daily opportunities to **develop their skill and craft as a writer**.

- Utilize the instructional strategies for writing as varied supports for helping students with written expression of thoughts.

- Use student writing products to better understand what students know, are in the process of learning, or need to know.

- Consider both skills and knowledge grounded in the standards when planning meaningful tasks.

TN Department of **Education**

Rigorous Tasks

Importance of Writing

Daily and end-of-unit tasks provide opportunities for students to demonstrate their ability to produce products that reflect the grade-level expectations of the writing standards, including the following understandings:

- Types of Writing: Opinion/Argument, Informational/Explanatory, Narrative
- Research
- Task, Purpose, Audience
- Reader Response and Process-based Writing
- Using evidence from multiple sources

Importance of Writing

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

- Concept(s) Anchored in TN Academic Standards
- Enduring Understanding(s) & Essential Questions
- Text Selection
- End of Unit Tasks
- Lesson Sequence
- Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

WRITING

| Modeled Writing | Shared and Interactive Writing | Small Group Writing | Independent Writing and Writing Conferences |

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

End of Unit Tasks

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

- Concept(s) Anchored in TN Academic Standards
- Enduring Understanding(s) & Essential Questions
- Text Selection
- End of Unit Tasks
- Lesson Sequence
- Daily Tasks

**STUDENT NEEDS**

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.
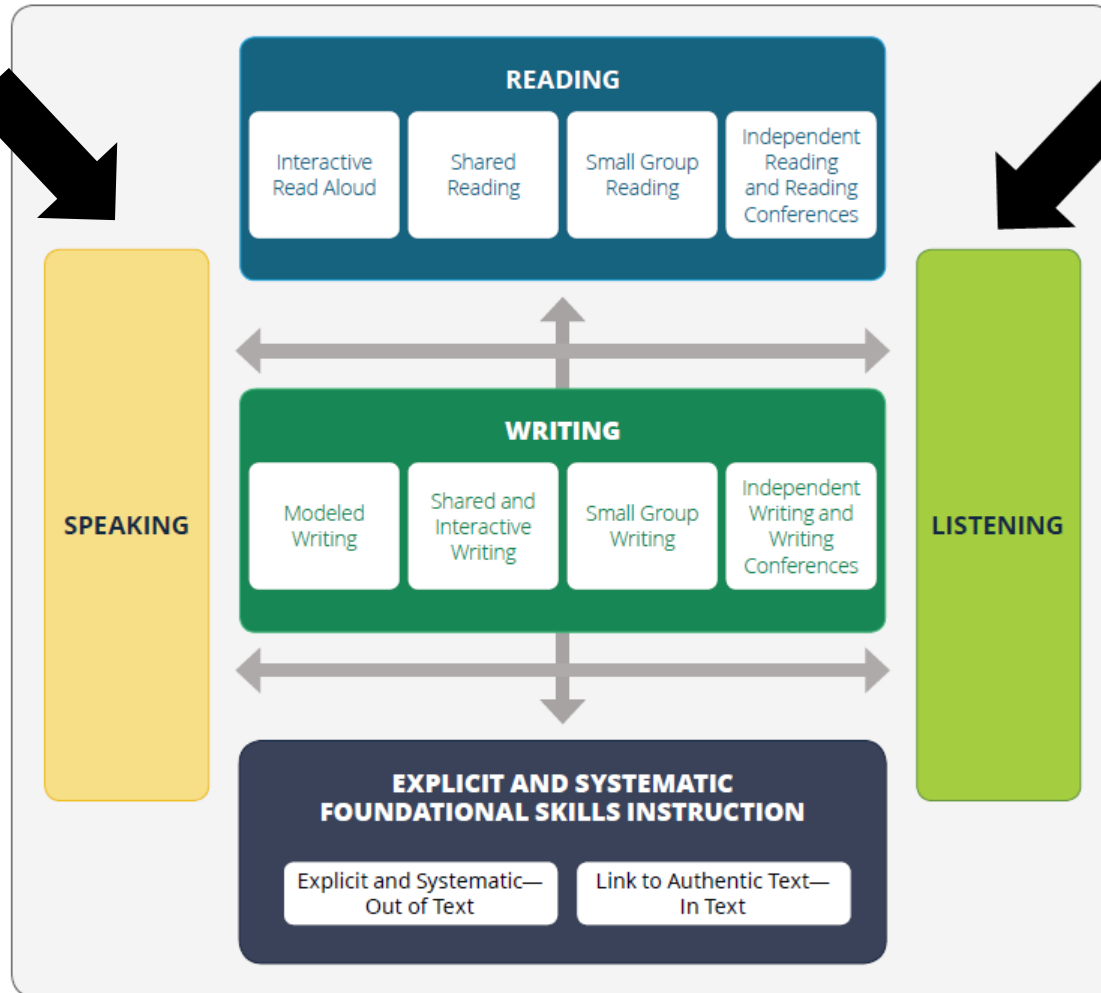
End-of-Unit Task Example (Grade 1)

We have read about several observable patterns such as (1) day and night, (2) phases of the moon, and (3) the seasons that affect Earth, and we took notes on our class Astronomer's Log and synthesized many of the things we learned along the way. Using that log and our synthesized writings, create a brochure that informs visitors at your school's STEM night about the patterns created by our universe's moving bodies. Be sure to name the three different topics we discussed, write and draw some facts about each topic, and end with some closing thoughts about patterns in the universe. Be sure to cite details from more than one of the texts we read.

Remember a strong brochure will:

❑ Use details from the texts we have read. Write at least three sentences:
- A sentence introducing the observable pattern
- At least one sentence explaining why we observe this pattern
- A sentence that provides some closure to that page in your pamphlet.

❑ Use at least three vocabulary words from the word display.

Daily Tasks

FRAMEWORK FOR TEACHING LITERACY IN TENNESSEE

INTEGRATION OF STANDARDS

The Tennessee Academic Standards should be integrated throughout the unit design. Teachers should select concepts based on knowledge requirements contained in the grade level content standards. Then, teachers should select specific ELA standards once texts and tasks are chosen to support students' reading comprehension and completion of daily and end of unit tasks.

- Concept(s) Anchored in TN Academic Standards
- Enduring Understanding(s) & Essential Questions
- Text Selection
- End of Unit Tasks
- Lesson Sequence
- Daily Tasks

STUDENT NEEDS

Students should always be at the heart of instructional decision making. Teachers should consider what standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Designing units is not a completely linear process. Teachers should continually think about the integration of standards and student needs as they plan units.

Daily Task Example (Grade 1)
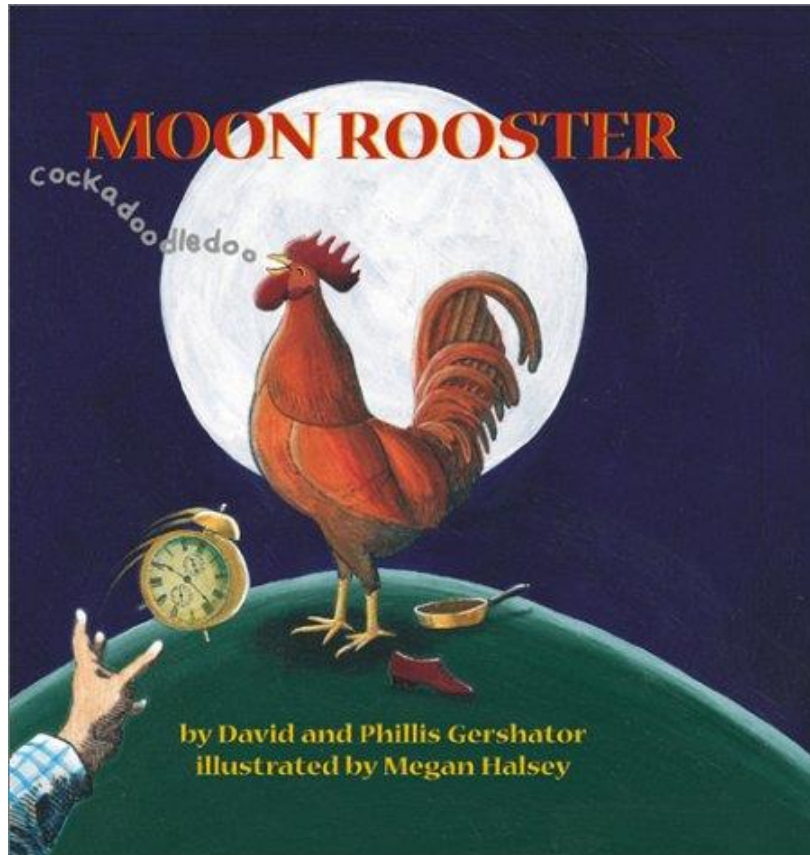
Using the notes we've taken and the chart we completed, create a brochure that shows Moon Rooster with each phase of the moon from the story. Make sure to include several complete sentences that name the topic (the phases of the moon), supply some facts about the topic, and give your work a closing. Use drawings to illustrate your brochure.

Interactive Speaking

ELEMENTS OF THE LITERACY BLOCK

SPEAKING	READING				LISTENING
	Interactive Read Aloud	Shared Reading	Small Group Reading	Independent Reading and Reading Conferences	

WRITING

Modeled Writing	Shared and Interactive Writing	Small Group Writing	Independent Writing and Writing Conferences

EXPLICIT AND SYSTEMATIC FOUNDATIONAL SKILLS INSTRUCTION

Explicit and Systematic— Out of Text	Link to Authentic Text— In Text

Definition:
Interactive speaking is a collaborative conversation in which 2 or more speakers communicate thoughts, ideas, and feelings with each other.

Why is interactive speaking important?

"Speaking and listening skills are necessary for young people to be successful in the post-secondary, workforce, and creative endeavors they pursue. To this end, the Speaking and Listening Standards serve as a bridge between reading and writing skills: in the ELA classroom, students share their understandings and ideas gleaned from reading and develop their written voice through presentations, public speaking, and participation in classroom discussions."

Tennessee English Language Arts Standards

Questioning is Key

Observed Question Sequence: Stellaluna	Strong Question Sequence: Stellaluna
What does dodging mean? What does it mean to babble? Who usually babbles? Why is the nest becoming crowded? What does anxious mean?	How does the picture on page 8 help you to understand what is happening in the story? What are some things Stellaluna learns to do after she falls into the birds' nest? What is one of the bat ways that Stellaluna did not change? How does Stellaluna find out what bats are supposed to do? How does Stellaluna feel about being a bat now?

Qualitative Analysis Guides Question Creation
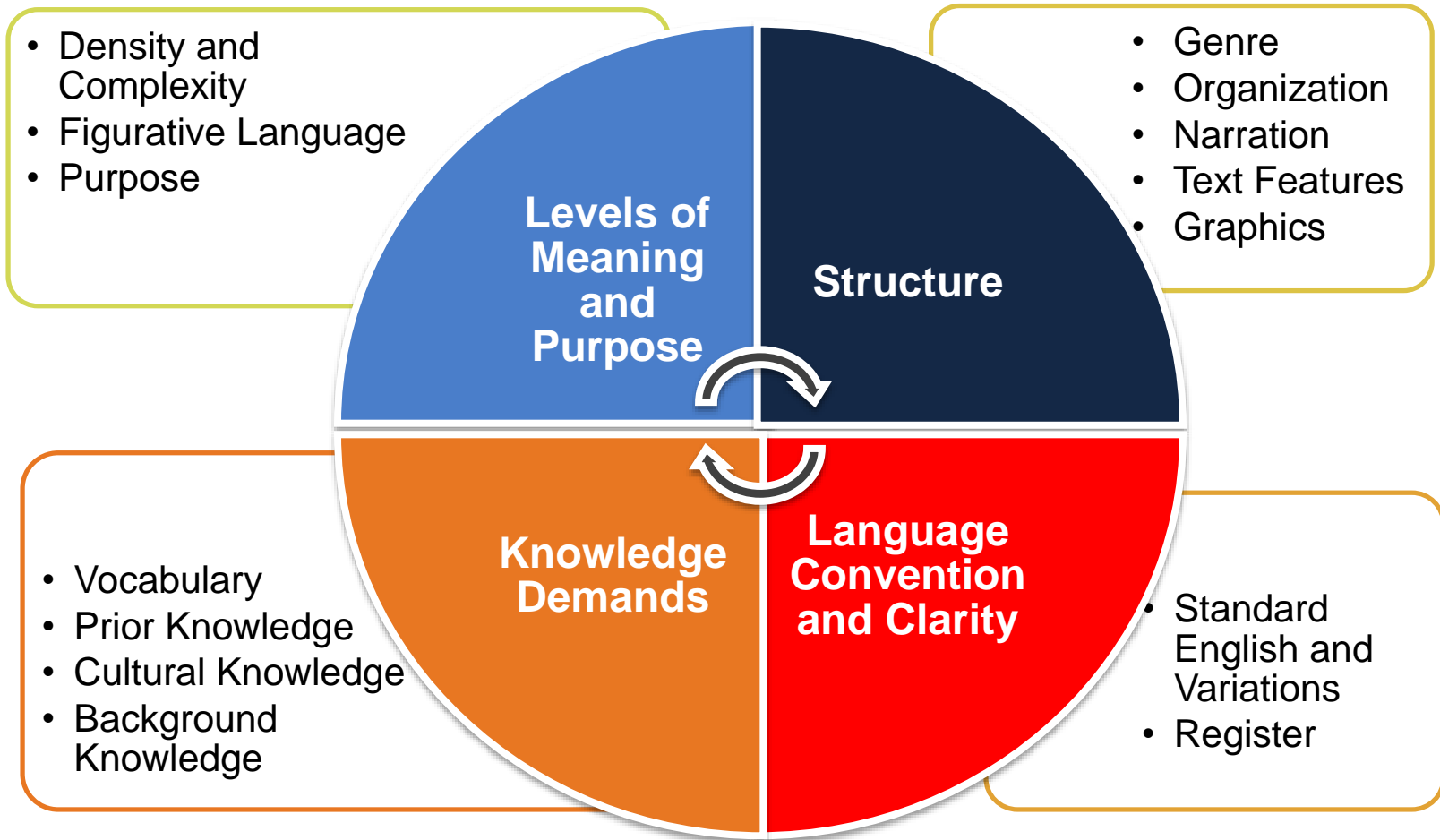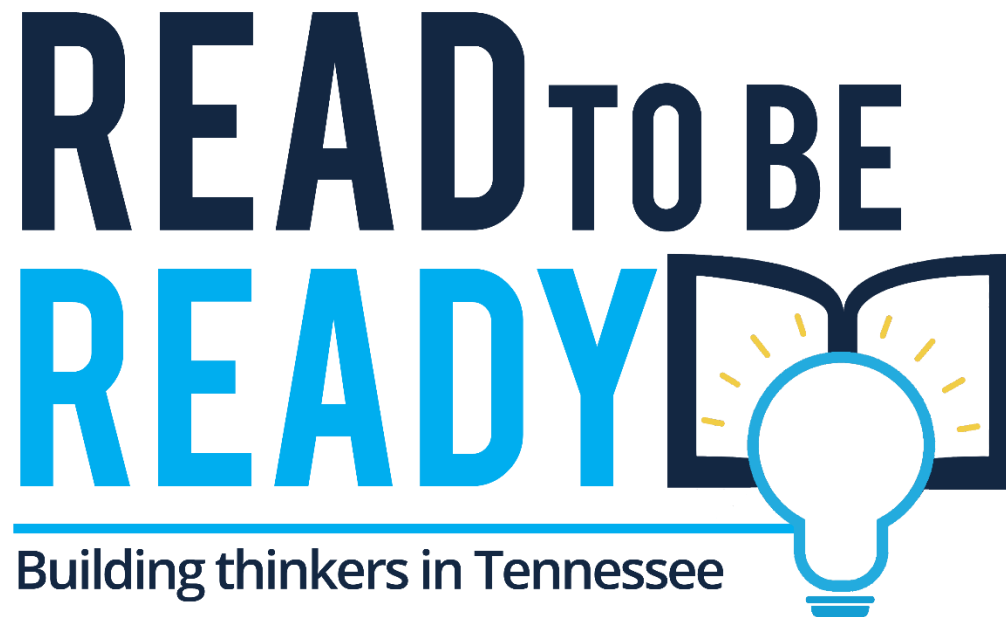
- Density and Complexity
- Figurative Language
- Purpose

Levels of Meaning and Purpose

Structure

- Genre
- Organization
- Narration
- Text Features
- Graphics

- Vocabulary
- Prior Knowledge
- Cultural Knowledge
- Background Knowledge

Knowledge Demands

Language Convention and Clarity

- Standard English and Variations
- Register

Reference: Fisher and Frey, 2013

TN Department of Education

Change Priority #3: Explicit and Systematic Foundational Skills Instruction

Research to Changes in Practice

ALL students are provided daily opportunities to practice foundational skills that have been taught explicitly and systematically <u>and</u> applied through authentic reading and writing.

- Become familiar with the foundational skills-based progressions within the standards. This can provide a foundation for systematic instruction.

- Provide explicit foundational skills-based mini-lessons that connect back to authentic reading and writing.
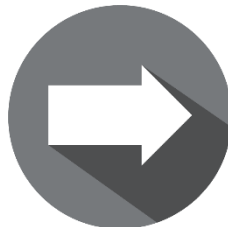
Foundational Skills Instruction

ELEMENTS OF THE LITERACY BLOCK

READING
- Interactive Read Aloud
- Shared Reading
- Small Group Reading
- Independent Reading and Reading Conferences

WRITING
- Modeled Writing
- Shared and Interactive Writing
- Small Group Writing
- Independent Writing and Writing Conferences

SPEAKING

LISTENING

EXPLICIT AND SYSTEMATIC FOUNDATIONAL SKILLS INSTRUCTION
- Explicit and Systematic— Out of Text
- Link to Authentic Text— In Text

Definition: Explicit and systematic foundational skills instruction includes both out of text teaching and making connections in authentic tasks.

Foundational Skills: The Relationship Between Out of Text and In Text Teaching
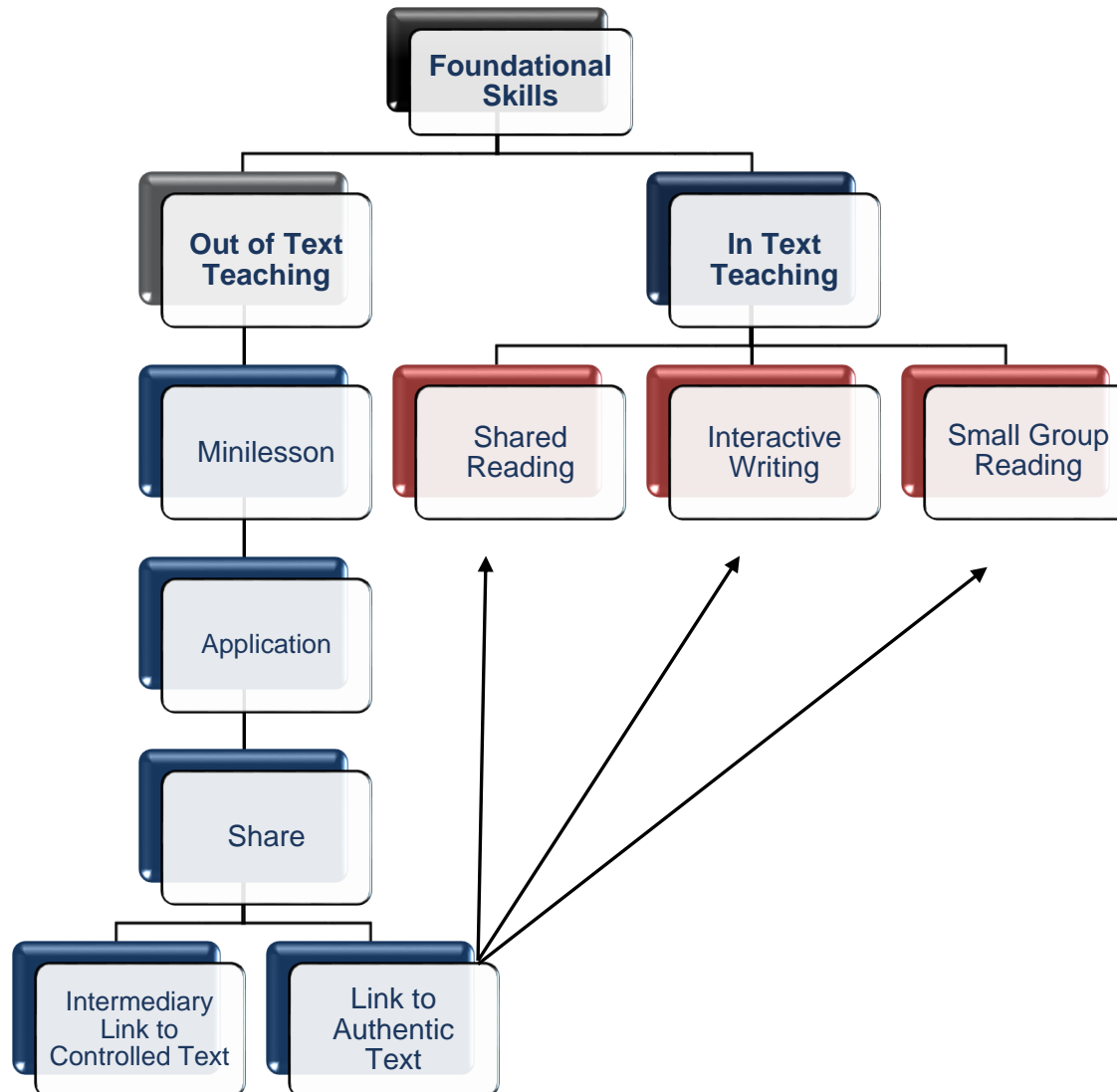
READ TO BE READY

75 percent of Tennessee students reading on grade level **by 2025**

Round Table Discussion

Questions

- What are you currently considering in connection to the three literacy priorities in your school?

- How are you supporting/might you support teachers in developing a clear vision for how these priorities will support student learning?

- How might you support teachers in improving these priority areas in your school?

- How will improving these priority areas support us in meeting our literacy goal(s)?

TN Department of **Education**

Lunch

Objectives

Be able to identify and support three literacy priorities in K-3.

Be able to ensure high quality professional learning and coaching support for teachers.

Be able to ensure teachers have adequate instructional materials, resources and curriculum that support the three literacy priority areas.

Effective Professional Learning and Coaching

Dr. Elizabeth Norton

Director of Reading Coaching

Read to Be Ready Coaching Model

Literacy Instructional Outcomes

Instructional Coaching

A Network of **Collaborative** Support

TN Department of Education
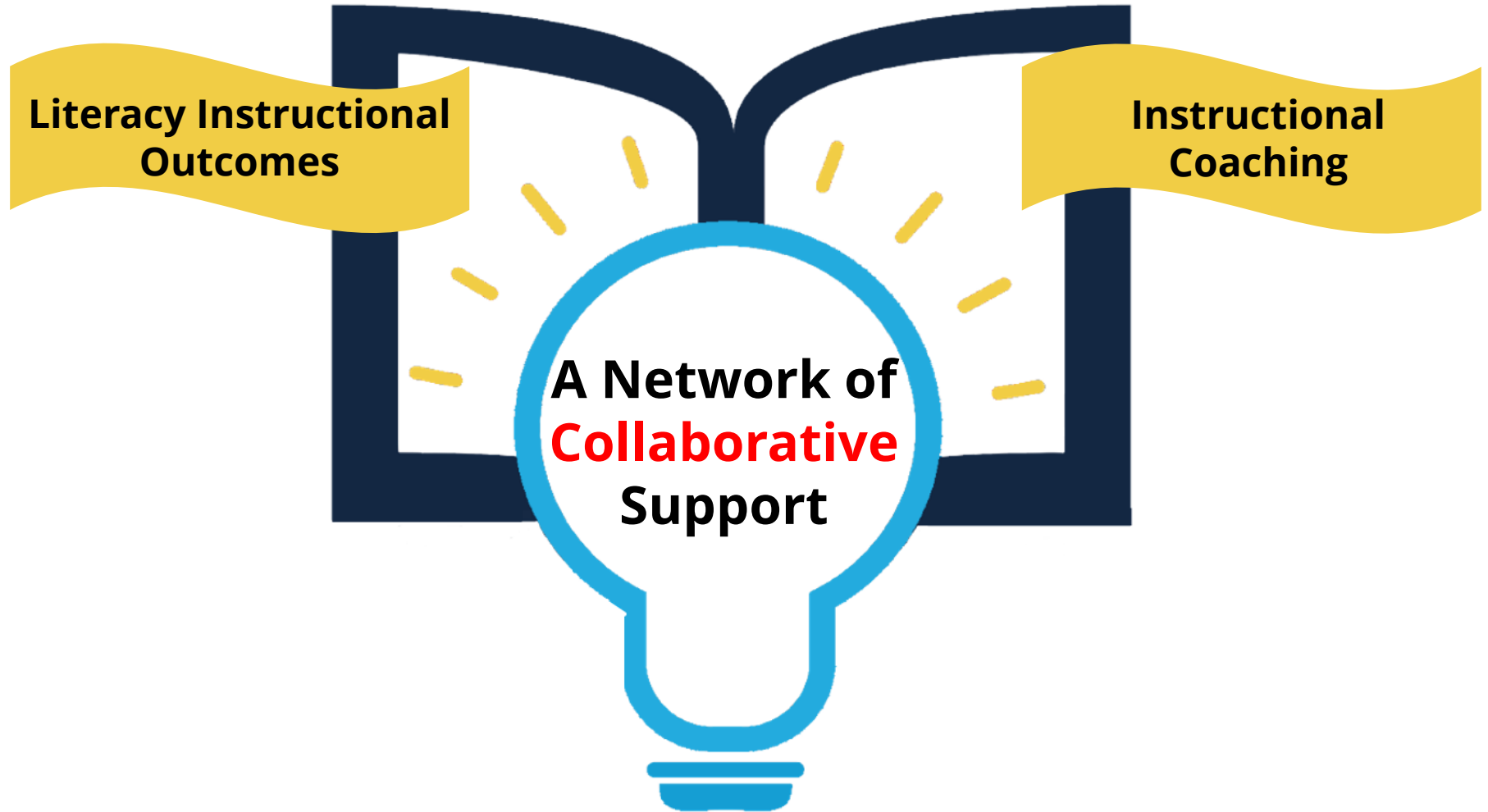
Read to be Reading Coaching Network Instructional Outcomes

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Aloud
	Semester 2	Accessing On-grade Level Texts through Shared Reading
Year 2	Semester 1	Teaching Foundational Skills through Reading and Writing
	Semester 2	Responding to Texts through Interactive Speaking and Writing Activities
Year 3	Semester 1	Small Group Reading with Appropriately Complex Text
	Semester 2	Independent Reading and Reading Conferences

Framework Rationale and Beliefs

- We believe that **high expectations** and **effective instruction** in grades K–3 can cause students to become proficient readers.

- We believe that **improving reading instruction** in grades K–3 is a **valuable investment** and prepares students for a future of academic, personal, and professional success.

- We believe to achieve the dramatic academic growth we're aiming for, schools and districts need a **plan of support** that is high impact, sustainable, and proven to work.

- We believe that the kind of **ongoing, job-embedded professional support** that is needed for continuous learning and sustained application is only possible at the school or district- level.

TN Department of **Education**

Our Theory of Action

| Literacy Coaches	Classroom Teachers	Instructional Strategies	Students
• Build content knowledge in early literacy • Develop coaching skills	• Build content knowledge in early literacy • Provide sound models of effective instructional practices	• Sustained implementation of research-based, high impact instructional strategies • On-going study and coaching support	• Increase student learning and literacy achievement

TN Department of **Education**

Research to Changes in Practice

Sustained support around long-term goals broken into explicit segments of learning that are supported in the classroom with many opportunities for coaching will improve classroom literacy practices.

- Ensure learning is delivered in manageable chunks.
- Ensure coaches have adequate time for coaching.
- Support coaches in utilizing the coaching cycle to support transfer of new practices in the classroom.
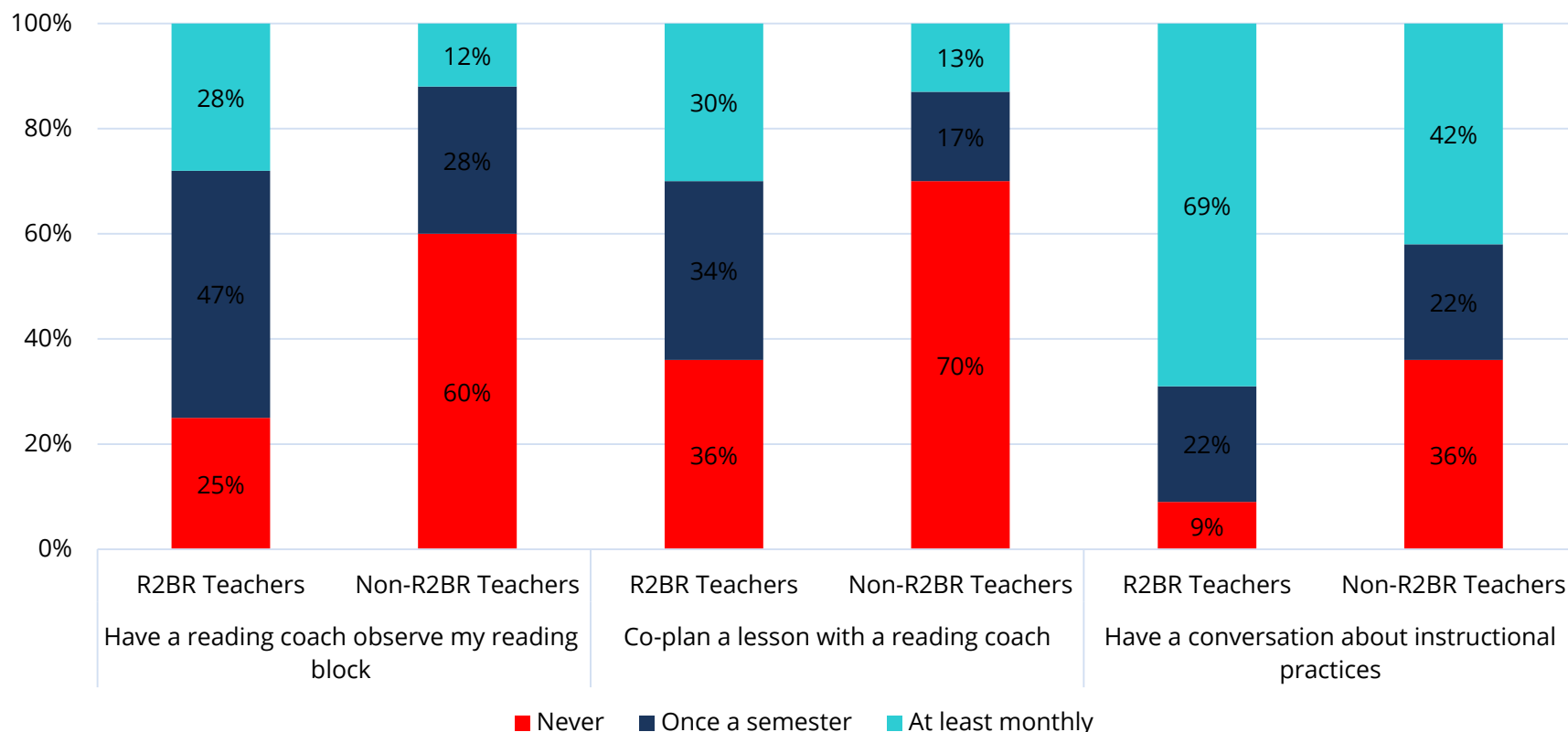
TN Department of **Education**
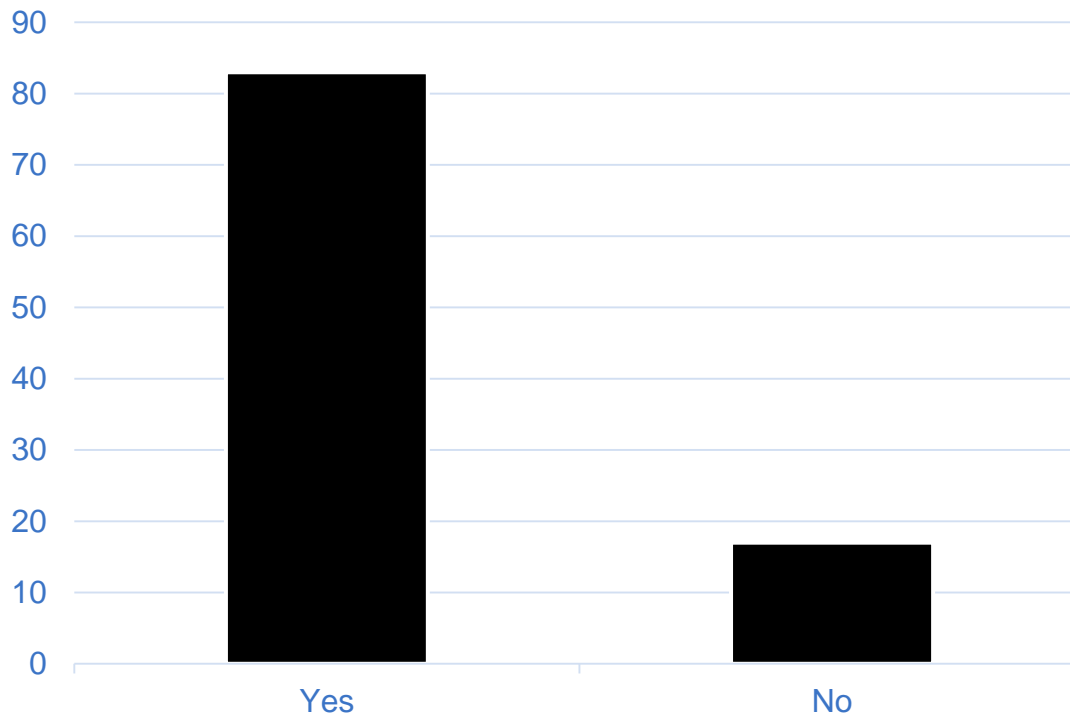
The Coaching Cycle
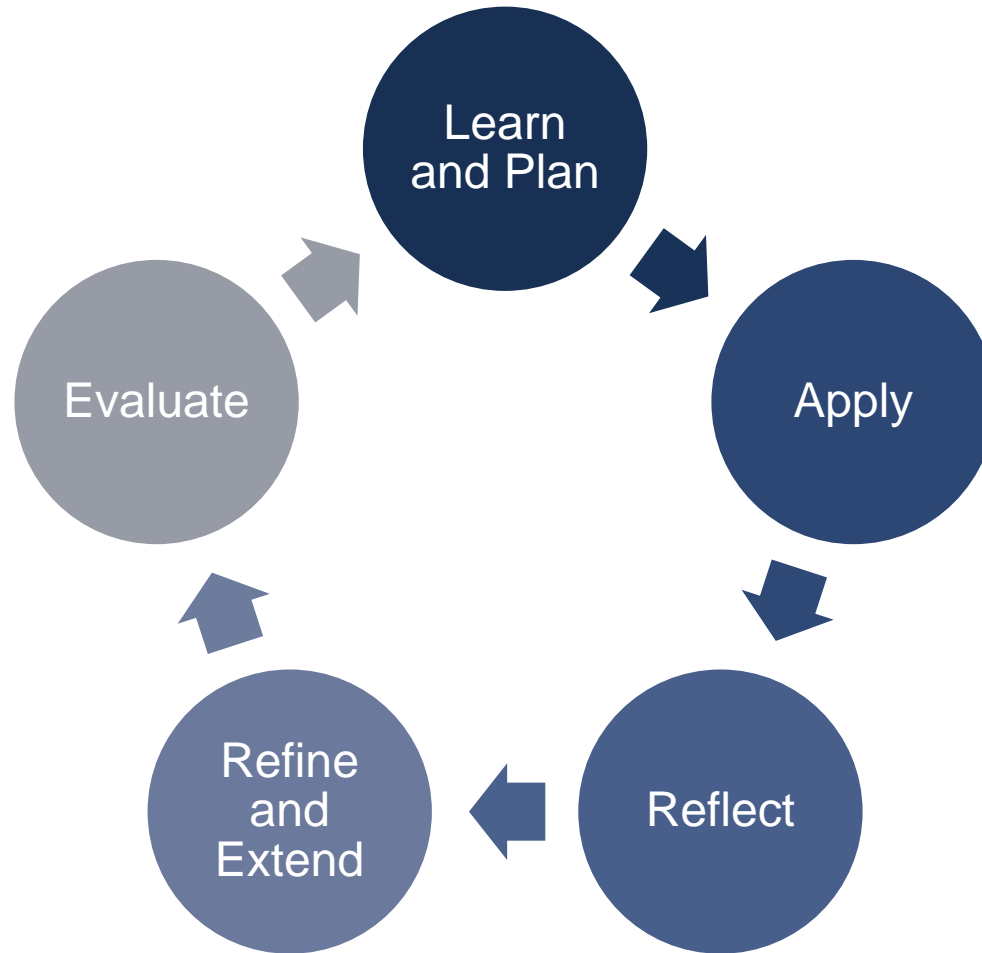
R2BR Coaches are Engaging Teachers

Please indicate the frequency with which you engage in each of the following activities with a reading coach.

	Never	Once a semester	At least monthly
Have a reading coach observe my reading block — R2BR Teachers	25%	47%	28%
Have a reading coach observe my reading block — Non-R2BR Teachers	60%	28%	12%
Co-plan a lesson with a reading coach — R2BR Teachers	36%	34%	30%
Co-plan a lesson with a reading coach — Non-R2BR Teachers	70%	17%	13%
Have a conversation about instructional practices — R2BR Teachers	9%	22%	69%
Have a conversation about instructional practices — Non-R2BR Teachers	36%	22%	42%

■ Never   ■ Once a semester   ■ At least monthly

TN Department of Education

Not Enough Time

Coaches that indicate time for coaching is a barrier to success

Coaches that indicate time for coaching is a barrier to success

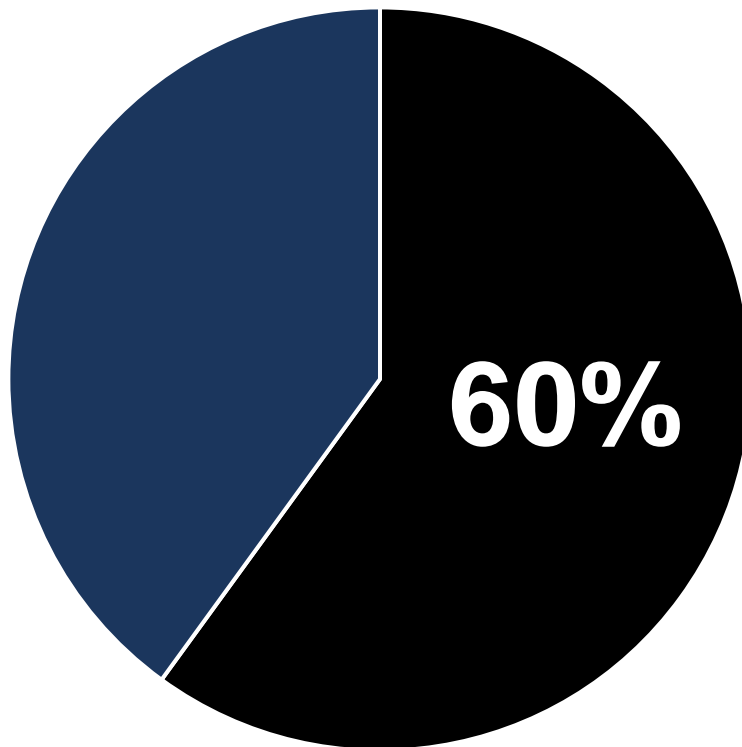"My Read to be Ready coach is stretched thin with all that she has to do:
RTI^2 data, instructional coach, and Read to be Ready coach.
I wish she could concentrate more on Read to be Ready."

-R2BR Teacher

The Coaches Role: Assurances

Release Time for Coaching

60%

■ R2BR Coaching ■ Other Duties

Teacher cohort size

15

TN Department of Education

Culture for Learning and Growth

"Creating a culture for collaboration that supports teacher learning is vital to the health and life of the school" (Lyons & Pinnell, 2001, p. 7).

"In order to be successful, teachers need to know how to use their knowledge and expertise to inform their practice, they need to receive support and encouragement for their efforts, and they need to participate in ongoing professional development to improve, refine, and extend their skills. Most important, they need to know how to work with others as equals and colleagues" (Lyons & Pinnell, 2001, p. 7).

Round Table Discussion

Questions

- How are you working to ensure that your teachers receive high-quality and consistent coaching?

- How are you leveraging your R2BR coach to assist you in reaching the vision of *Teaching Literacy in Tennessee* and your district/school literacy goals?

- How are you leveraging your R2BR coach to help you make shifts in the three literacy priorities?

- How are you working to develop opportunities for teacher collaboration?

TN Department of **Education**

Objectives

Be able to identify and support three literacy priorities in K-3.

Be able to ensure high quality professional learning and coaching support for teachers.

Be able to ensure teachers have adequate instructional materials, resources and curriculum that support the three literacy priority areas.

Instructional Materials, Resources, & Curriculum

Observed Texts

OBSERVED GRADE K
IRA TEXT
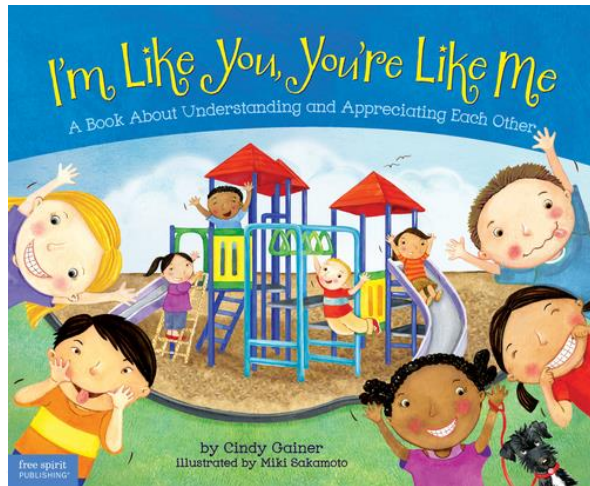
OBSERVED GRADE 1
IRA TEXT
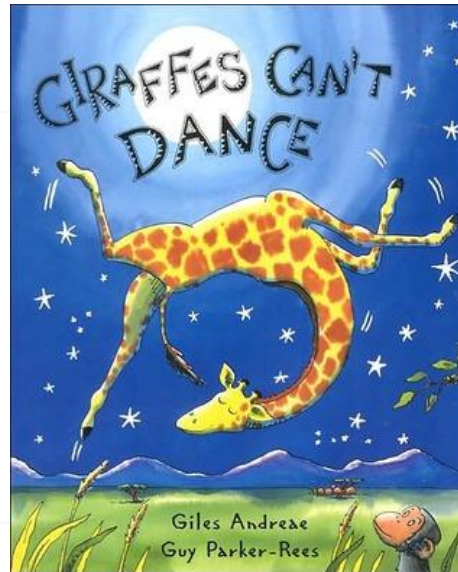
OBSERVED GRADE 2
IRA TEXT

✓ Quantitatively complex
(440L)
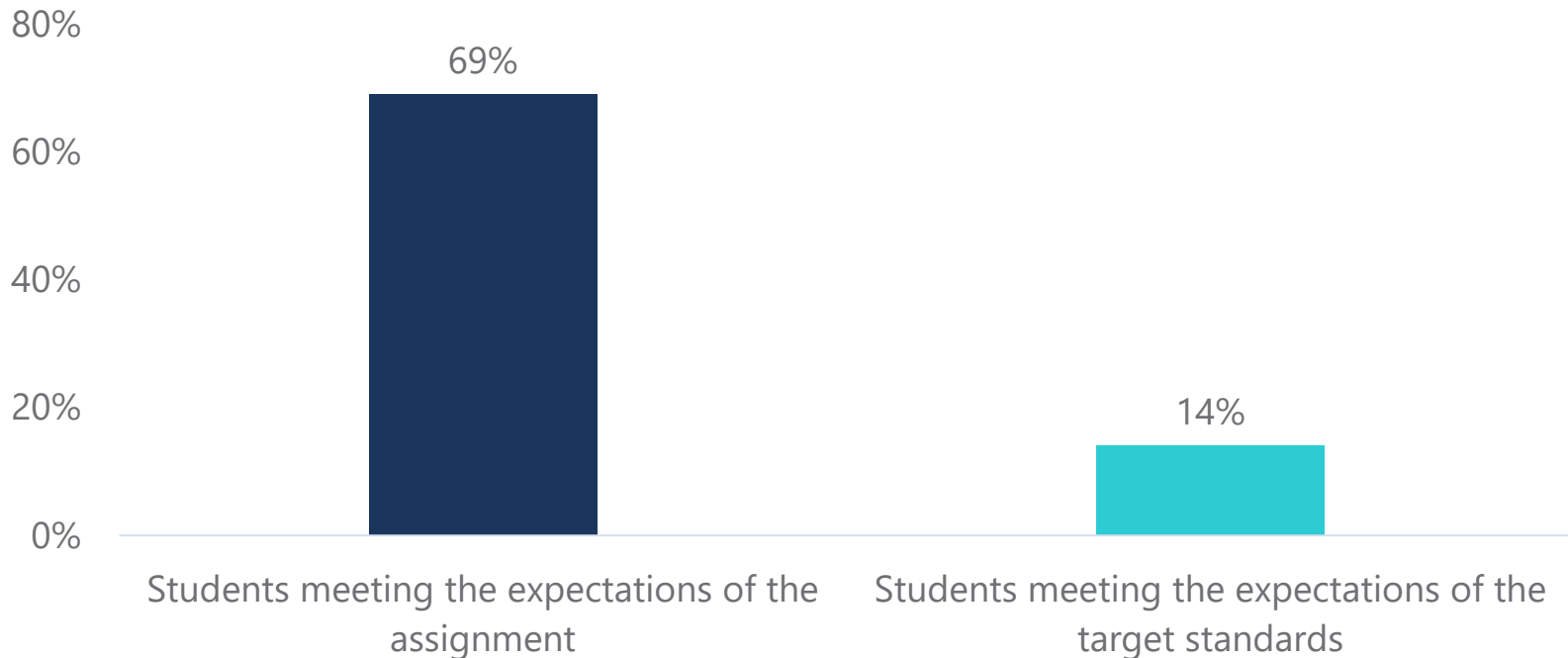
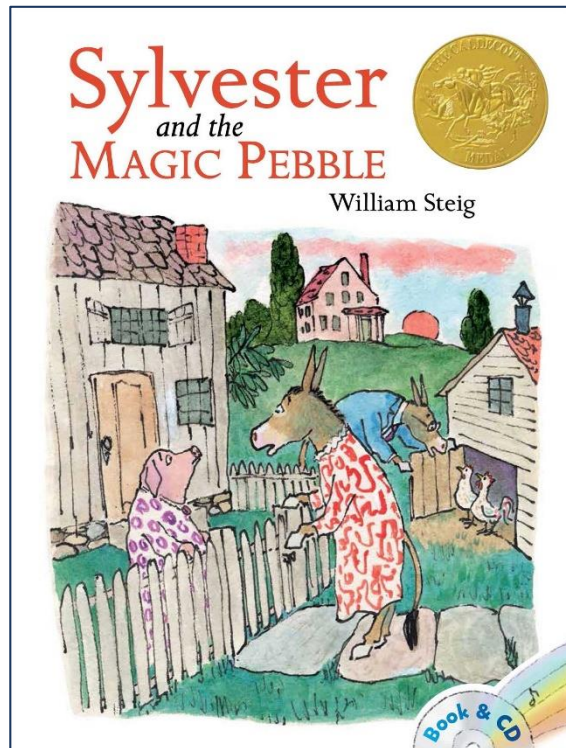✓ Quantitatively complex
(570L)
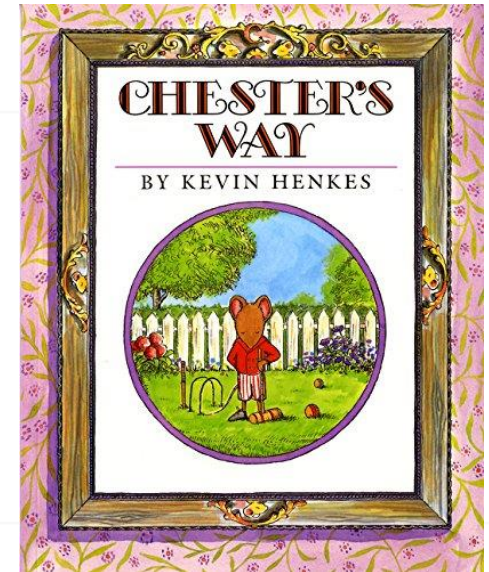
✓ Quantitatively complex
(570L)

Task Expectations

While students are successfully completing classroom tasks, the tasks rarely reflect the true demands of the standards.

69% — Students meeting the expectations of the assignment

14% — Students meeting the expectations of the target standards

Observed Task

Point of View

Discuss one character's point of view.
Sylvester felt unhappy because he turned into a rock.

Discuss another character's point of view.
Mrs Dunken felt sad when sylvester turned into a rock. Ow how I wish sylvester can be with us. she said

How are these points of view different?
Mr Dunken felt the same thing as mrs Dunken, Let's cheer up. he said

Time Spent Sourcing Materials

- The average K-3 reading teachers spends **4.5 hours per week** creating or sourcing materials for daily reading blocks.

- Instructional coaches report helping teachers obtain resources and materials on a daily basis, although **few say this is an effective use of their time.**

- Teachers place the **highest value** on professional learning activities that provide materials and plans for upcoming lessons.

What do teachers say?

"I am over-the-moon in love with our Read to Be Ready initiative and the way that it has transformed my teaching. . . . Students must LOVE reading and be exposed to quality, complex informational and fictional texts in order to expand their content knowledge."

"I love that the Read to Be Ready initiative focuses on quality instruction which will lead to improved performance in school and on standardized testing. My main concern is still the amount of time it takes to do this job well. I'm still working 60+ hours each week."
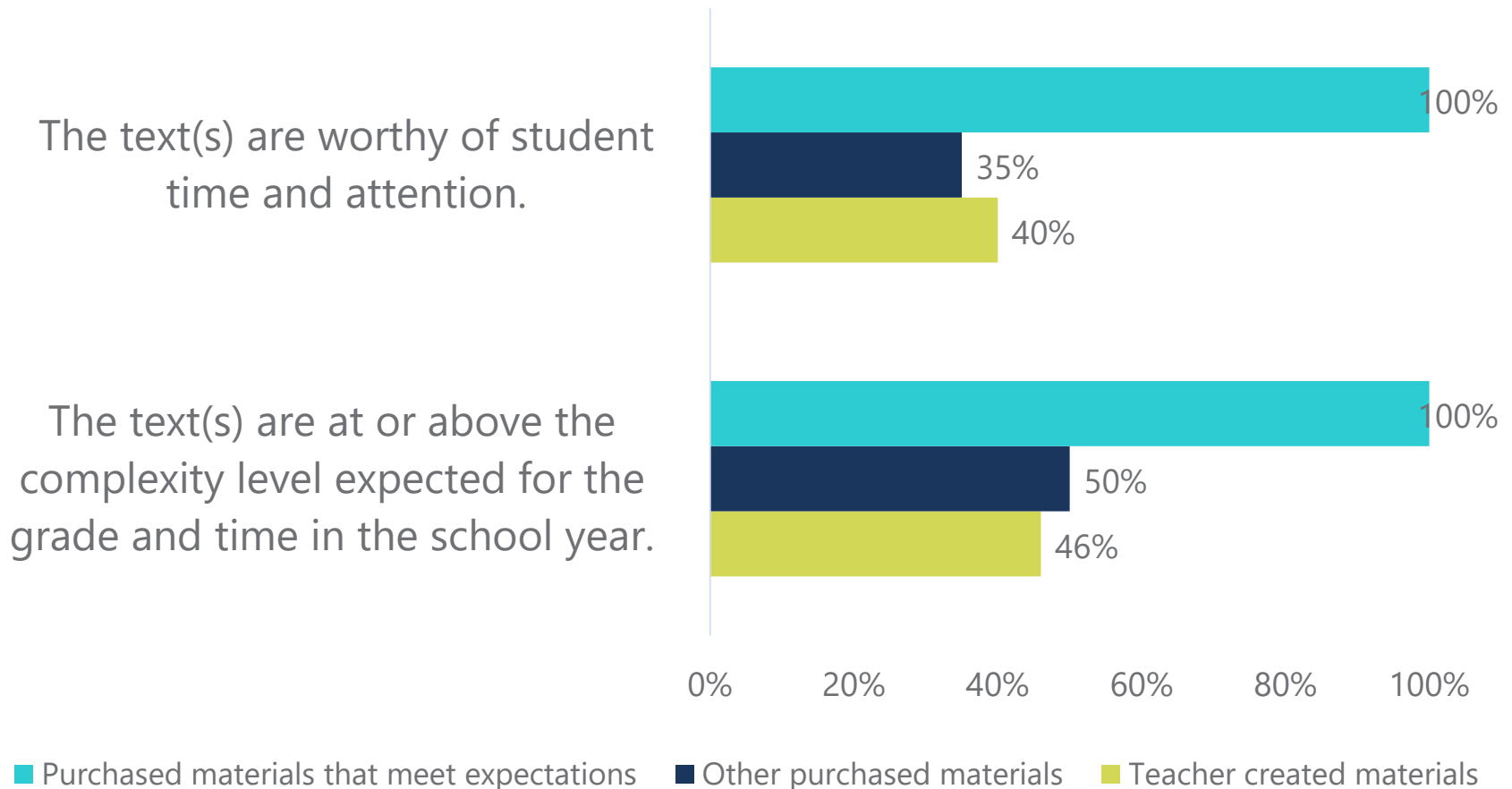
"It would be much more beneficial for me as a teacher to be able to use expertly created materials and focus my time on my delivery of that information."

"My job is to teach them. My job is not developing a curriculum."

Research Highlights

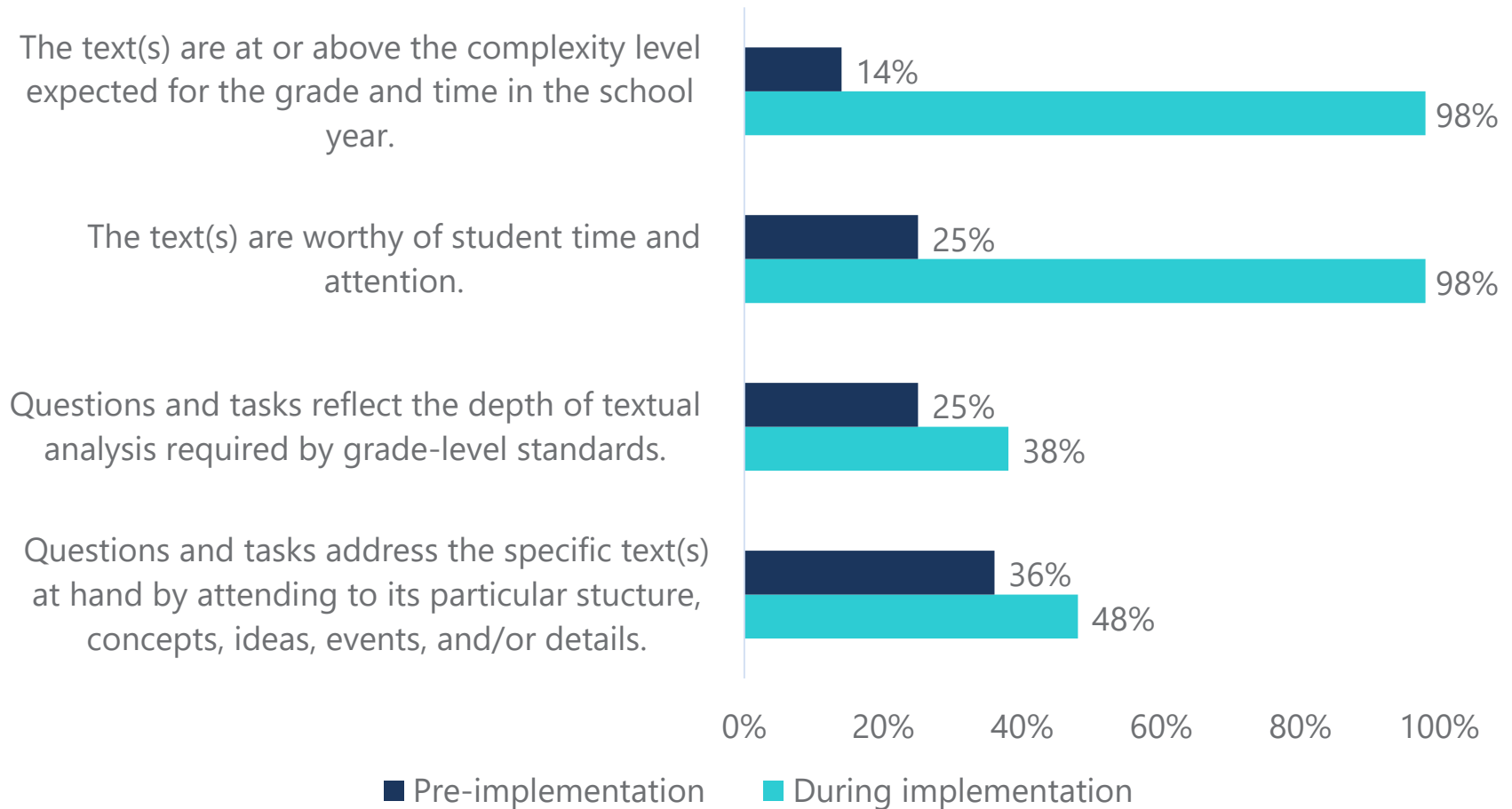- Students whose teachers used quality textbooks gained as much as **8 months of learning** compared to their peers.

- The effect size of better instructional materials is **larger than the effect of having a teacher rated at the 75ᵗʰ percentile** compared to an average teacher.

- Student learning increases **the longer they have access** to quality materials.

TN Department of **Education**

Priority #1: Higher Quality Texts

The text(s) are worthy of student time and attention.
- 100%
- 35%
- 40%

The text(s) are at or above the complexity level expected for the grade and time in the school year.
- 100%
- 50%
- 46%

0% 20% 40% 60% 80% 100%

■ Purchased materials that meet expectations   ■ Other purchased materials   ■ Teacher created materials

TN Department of **Education**

Priority #2: Questions and Tasks

The text(s) are at or above the complexity level expected for the grade and time in the school year.
- Pre-implementation: 14%
- During implementation: 98%

The text(s) are worthy of student time and attention.
- Pre-implementation: 25%
- During implementation: 98%

Questions and tasks reflect the depth of textual analysis required by grade-level standards.
- Pre-implementation: 25%
- During implementation: 38%

Questions and tasks address the specific text(s) at hand by attending to its particular stucture, concepts, ideas, events, and/or details.
- Pre-implementation: 36%
- During implementation: 48%

■ Pre-implementation   ■ During implementation

Department of Education
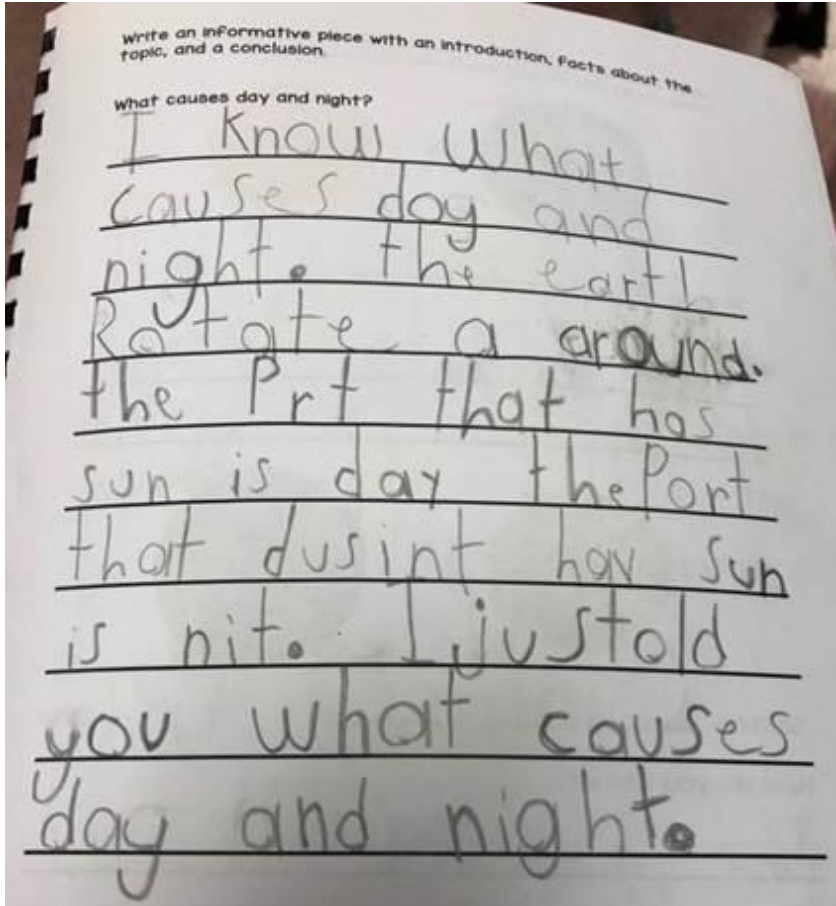
Challenging Expectations

"I've learned a lot – we don't realize what they can remember; we don't give them enough credit. They can tell you the phases of the moon – it's unreal."

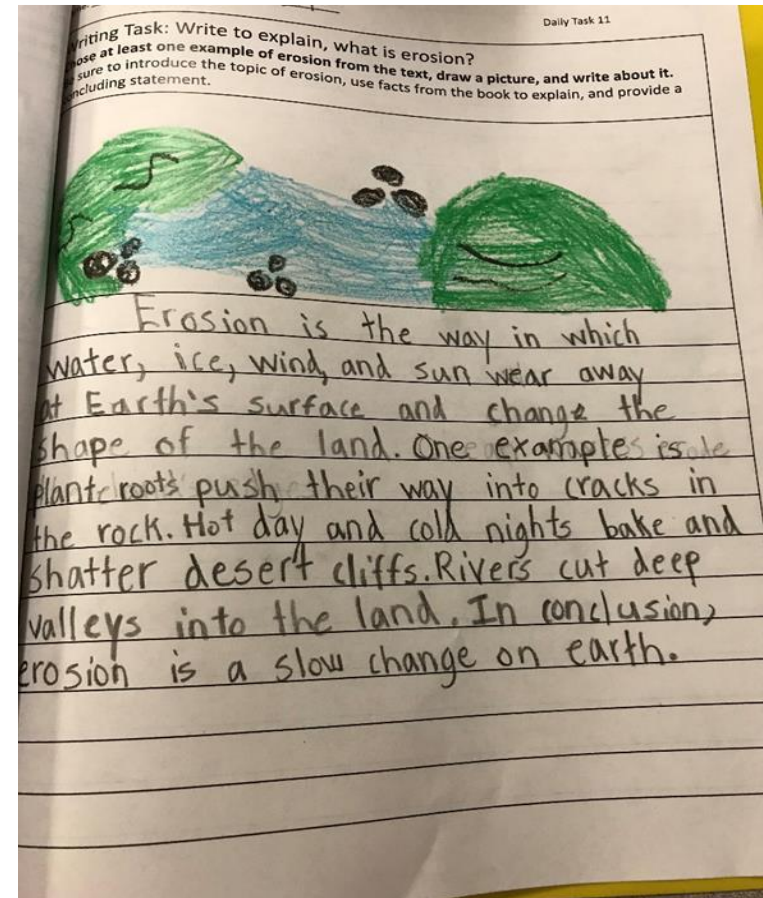*"I had some doubts, but it's amazing what they soak in."*

"I've been teaching third grade a long time. This is the first year my kids will walk away with a clear understanding of the solar system."
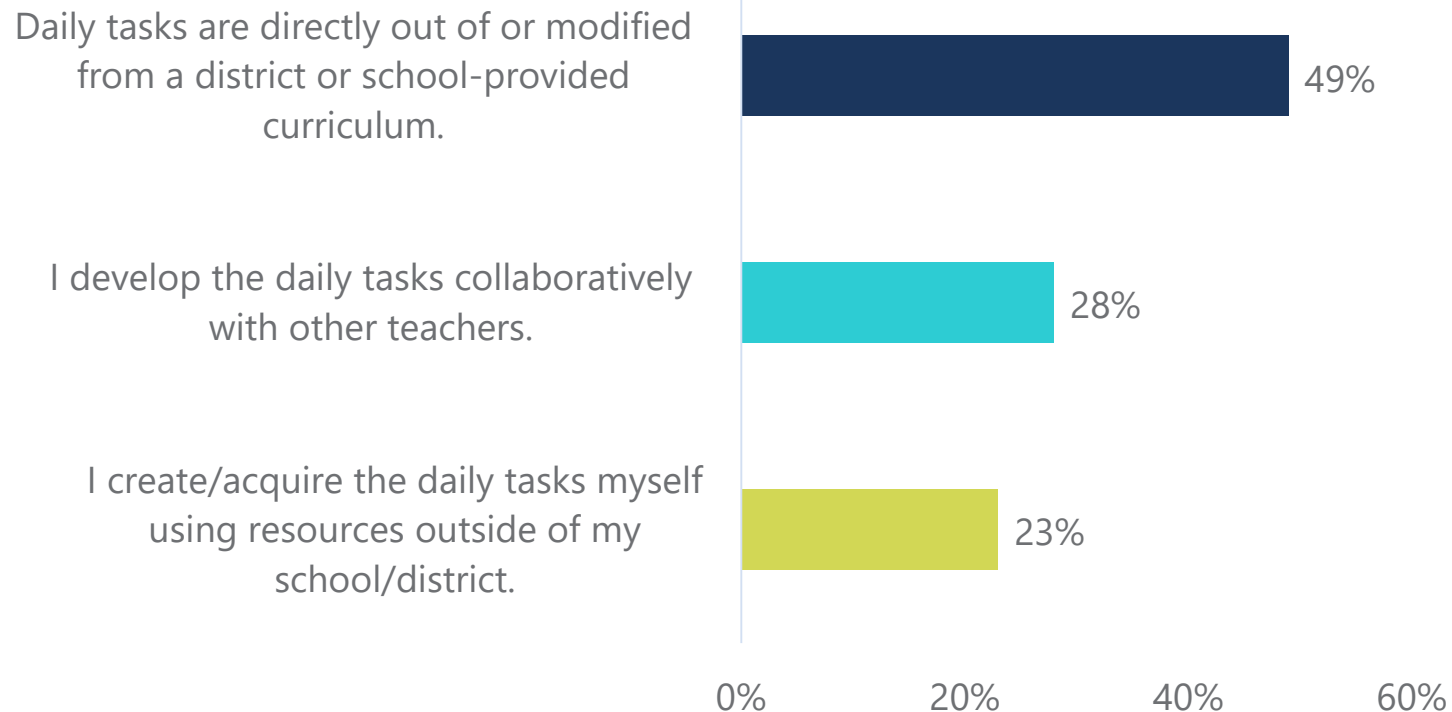
Unit Starters: Increased Expectations

Write an informative piece with an introduction, facts about the topic, and a conclusion.

What causes day and night?

I know what
causes day and
night. the earth
Rotate a around.
the Prt that has
sun is day thePort
that dusint hav sun
is hit. I justold
you what causes
day and night.

Grade 1

Daily Task 11

Writing Task: Write to explain, what is erosion?
Choose at least one example of erosion from the text, draw a picture, and write about it.
Be sure to introduce the topic of erosion, use facts from the book to explain, and provide a concluding statement.

Erosion is the way in which
water, ice, wind, and sun wear away
at Earth's surface and change the
shape of the land. One examples is
plant roots push their way into cracks in
the rock. Hot day and cold nights bake and
shatter desert cliffs. Rivers cut deep
valleys into the land. In conclusion,
erosion is a slow change on earth.

Grade 2

Creating Daily Tasks

Which of the following best describes the daily tasks in your literacy block?

- Daily tasks are directly out of or modified from a district or school-provided curriculum. — 49%
- I develop the daily tasks collaboratively with other teachers. — 28%
- I create/acquire the daily tasks myself using resources outside of my school/district. — 23%

0%   20%   40%   60%

TN Department of Education

Quality instructional materials across ALL districts in Tennessee will . . .

- Build teachers' and students' content knowledge
- Support teachers' planning time
- Engage and excite students around interesting concepts
- Benefit our mobile students
- Lead to big gains for students

Timeline for New Adoption

Spring 2018

- Begin communication about curricular expectations to publishers
- Publishers begin designing new curricular resources to meet Tennessee expectations

Fall 2018 – Spring 2019

- New ELA adoption cycle begins
- Reviewers selected and trained
- Publishers submit materials for review
- Final list of approved materials prepared

Fall 2019 – Spring 2020

- Selected materials go to state board for approval (Oct.)
- District selection process

Fall 2020

- New curricular materials are implemented in classroom

TN Department of **Education**

Filling the Gap

- Consider your current materials: In what ways do these materials support our three priority areas (higher quality text, questions and tasks, and explicit and systematic foundational skills instruction)?

- Explore other resource options: What materials and/or resources do you need to support your teachers in these three priority areas?
  - Unit starters
  - Open source materials
  - Text sets (trade books, magazines, digital texts, etc.)

From the Field
Dr. Tracy McAbee
R2BR Principal

Our Commitment

- The way we, as principals, support the R2BR initiative will help ensure that the necessary shifts to instruction are made across the state.

- This is not easy work.

- This will be deliberate, intentional work that will empower our teachers, inform leaders, and inspire our students to be creative and excited readers and writers.

Learning Leaders

- Learning leaders are the ones who model learning and shape the conditions for all to learn on a continuous basis.

Teaching Literacy in Tennessee

- It validated our vision.

- It explained how to do many of the things we were struggling to learn.

- It pushed our thinking on text selection and how to develop units that build knowledge as we engage students in learning the skills of readers.

Human Capital

- Teachers are the most important resource.

- The Read to be Ready Coaching Network is an effective model for building capacity.

- It has exponentially increased our ability to build capacity because of the embedded professional development from the coach and the support from the CORE office.

Supporting Professional Learning

- Finding time for sustained teacher training was a challenge.

- Utilizing substitutes brought in throughout the year helped us create common collaboration times.

- Attending the trainings with teachers allows me to take the role of lead learner.

- Ensuring that the coach has dedicated time to coach is something that we continually work on and refine.

# Support for Teachers' Resources

- The demands on teachers are higher now than ever.
- Building text sets that match the vision for *Teaching Literacy in Tennessee* takes time…lots of time.
- Providing resources for teachers allows teachers to invest their time in planning, rather than resource gathering.
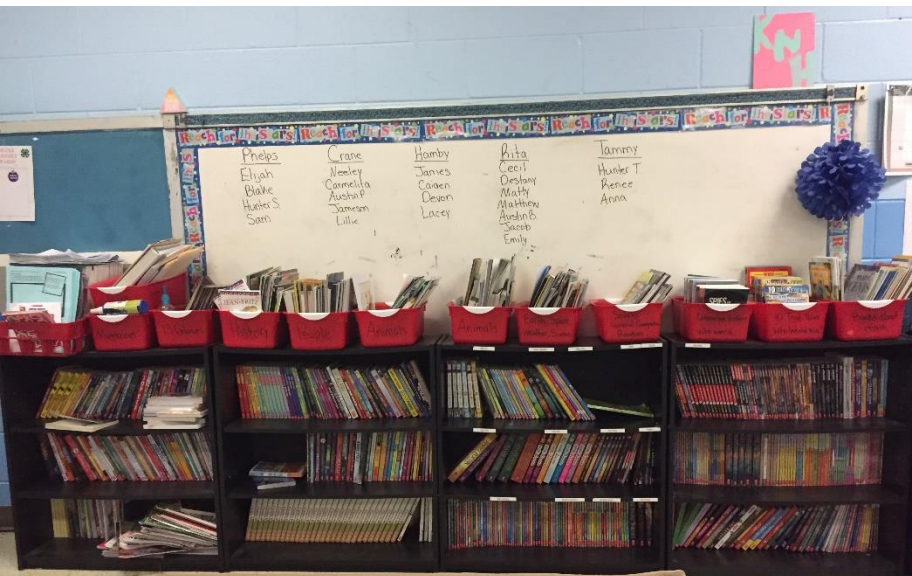
Making resources a priority

- The unit starter pilot for 1st grade helped us see how kids can listen, talk, read, and write while building knowledge.

- Our school is excited because of how doable this now seems.

- We were amazed at what our students could do!
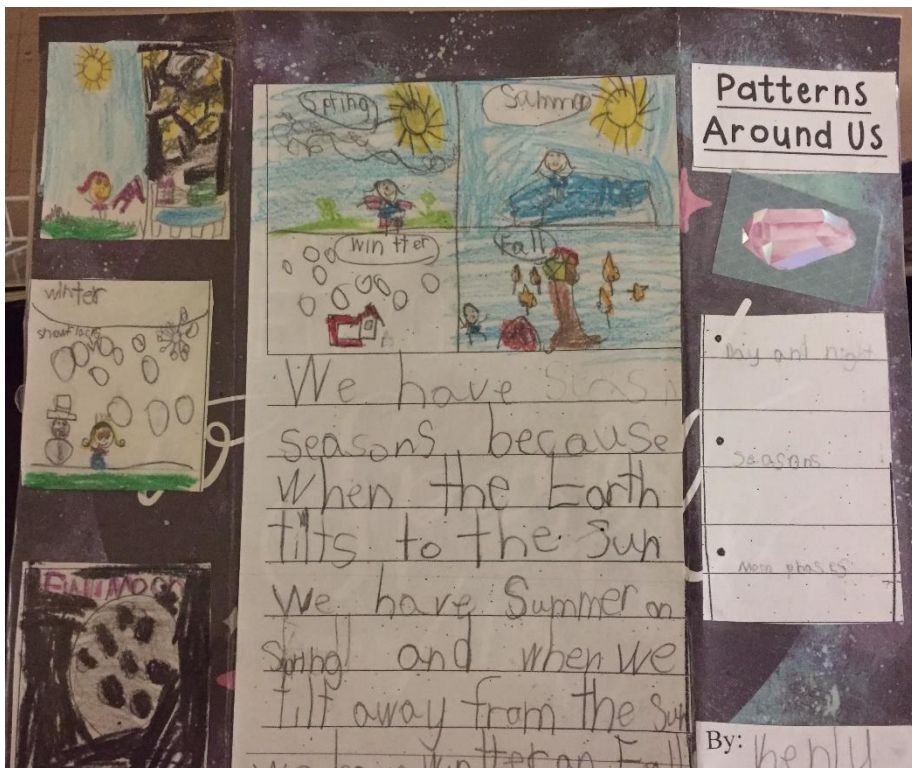
One student who was sprawled in the floor called me over and said "look here" as he pointed to his book. "It says it would take 11 months to fly from Earth to Mars. That's a long time."
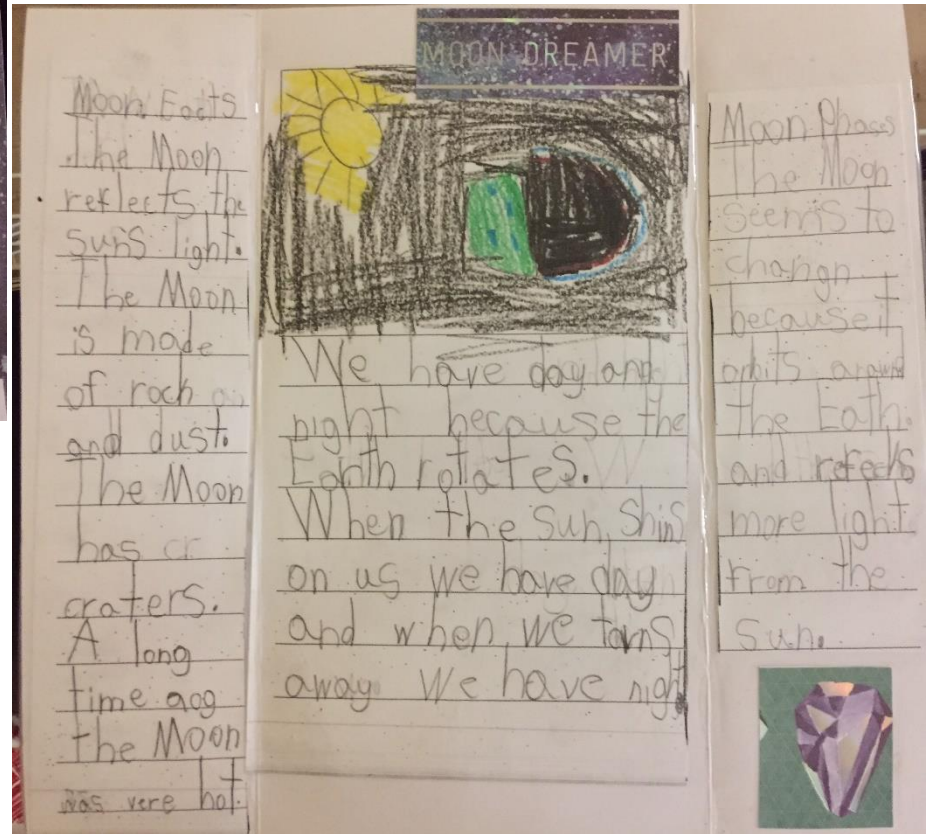
Three Questions to Consider

As you leave today, really consider the following:

1. How are those three literacy priorities; text selection, questions and tasks, and foundational skills instruction playing out in your school?

2. How are you ensuring your teachers have time for professional learning…and that your coach has dedicated time to coach?

3. How are you ensuring your teachers have the resources and materials they need?

Now is Our Time

"If you limit your choices only to what seems possible or reasonable, you disconnect yourself from what you truly want, and all that is left is a compromise."
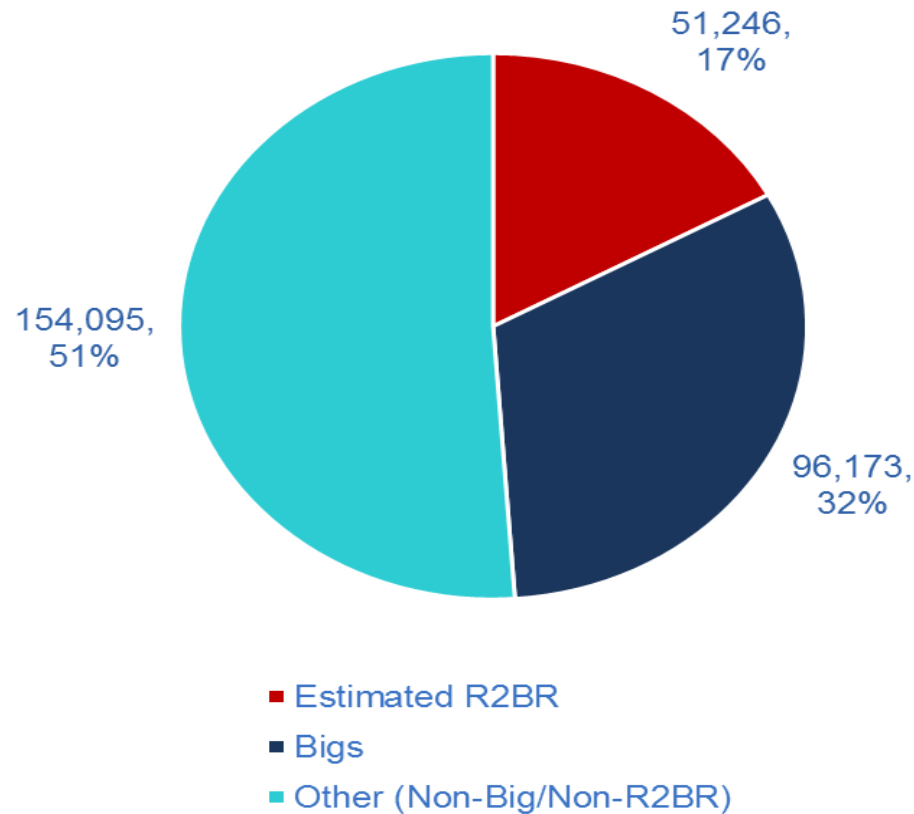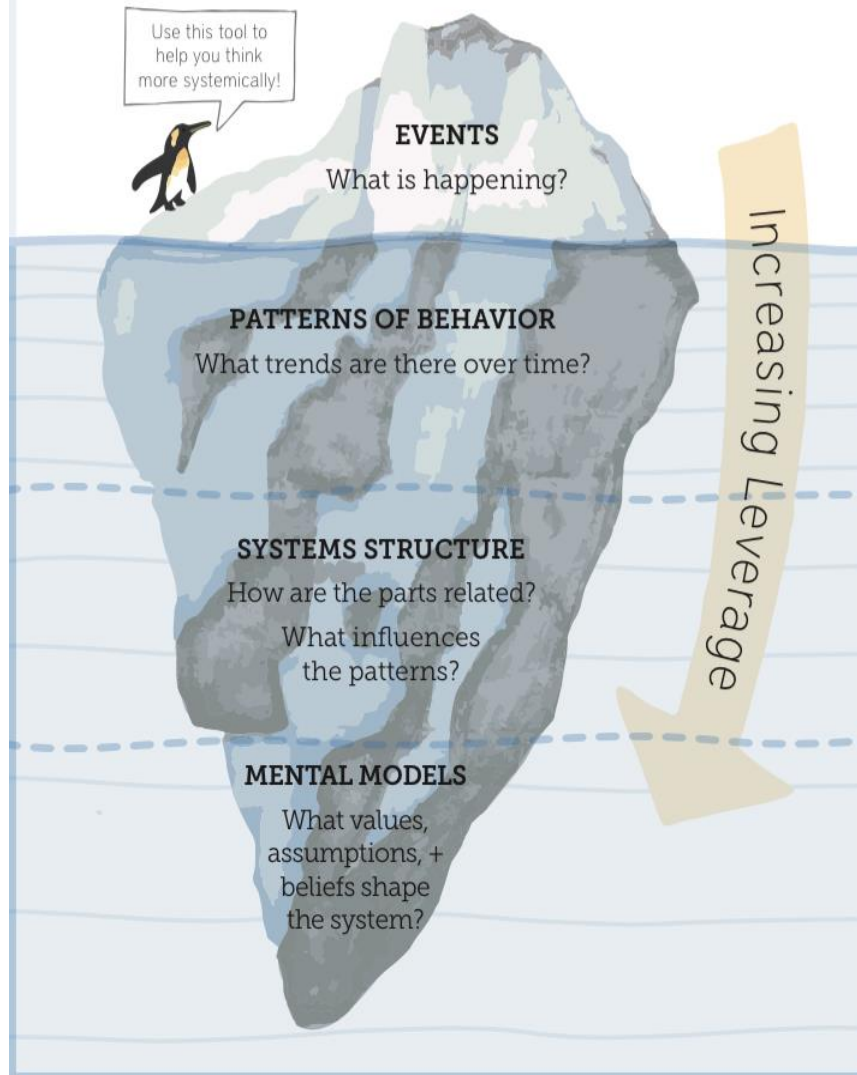
Round Table Discussion

Questions

- What resources do you have to support teachers in implementing the vision articulated in *Teaching Literacy in Tennessee*?

- How are you ensuring high quality, content rich, complex text are being used in the classrooms of Read to be Ready teachers?

- How are you ensuring that the curriculum materials teachers use for foundational skills instruction are systematic and provide opportunities for explicit instruction and application in authentic texts?

- How will you bridge the gap between the resources you have now and adoption in 2020?

TN Department of **Education**

Students Impacted by R2BR Coaching

51,246, 17%

96,173, 32%

154,095, 51%

- Estimated R2BR
- Bigs
- Other (Non-Big/Non-R2BR)

Objectives

✓ Be able to identify and support three literacy priorities in K-3.

✓ Be able to ensure high quality professional learning and coaching support for teachers.

✓ Be able to ensure teachers have adequate instructional materials, resources and curriculum that support the three literacy priority areas.

Next Steps

3 What are **three** things you will **look for or examine** when you are back at your school?

2 What are **two actions** you are going to take immediately?

1 Who is the one person (or one group of people) who will help you complete these action steps?

Providing Feedback

https://stateoftennessee.formstack.com/forms/leadership_summit_feedback

Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork