

Advancing Early Literacy Outcomes for Arizona's Children Birth Through Age 8

Ensuring a system that delivers the right program at the right time to every child



Why Literacy?

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

**critical thinking
communication
collaboration
creativity**

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





Early Literacy

Building Blocks

Early language abilities are directly related to later reading abilities.

Language is the precursor to reading.



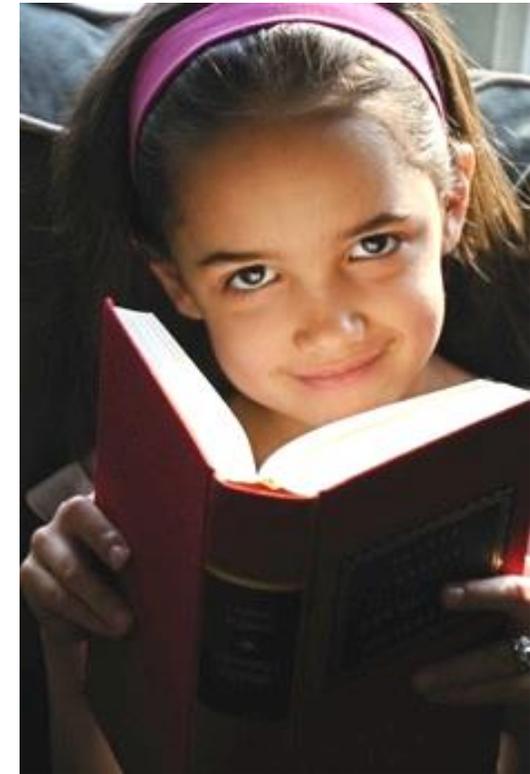
Reading

Connection to Academic and Vocational Success

3rd Grade

reading levels
are strong
predictors of:

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





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.

Background:

Launched in 2012, Read On Arizona's 10-year strategic plan identifies key challenges to early literacy and builds on state-level work as well as local communities of practice that establish baselines, set targets, track results, and promote shared accountability.

Connecting to the Arizona State Literacy Plan, a road map to improve language and literacy outcomes, Read On Arizona is the catalyst to the bold but achievable goal of reading success for all of Arizona's children.

Founding Partners:



Collaborative Partners (State and Local)

#ReadOnArizona

AARP Experience Corps
Abriendo Puertas
Alhambra Elementary District
Always Dream Foundation
Arizona Academy of American Pediatrics
Arizona Association for the 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 Head Start Association
Arizona K-12 Center
Arizona Literacy and Learning Center
Arizona, Office of the Governor
Arizona Parent Teacher Association
Arizona State Library
Arizona State University, Mary Lou Fulton Teachers College
Arizona's Children Association
Ash Creek School District
Association for Supportive Childcare
ATI Online
Avondale Elementary School District
Balsz Elementary School District
Benevillita Family Resource Center
Bisbee Unified School District
Bob & Renee Parsons Foundation
Boys & Girls Club
Buckeye City Council
Buckeye Elementary School District
Buckeye Family Resource Center
Buckeye Public Libraries
BUILD Arizona
Bullhead City, City Manager's Office*
Bullhead City Elementary District #15
Cartwright Elementary District
Catholic Charities
Cave Creek Elementary District
Chandler Chamber of Commerce
Chandler Education Foundation
Chandler Unified School District
Chicanos Por La Causa, Inc
Children's Action Alliance
Children's Museum of Phoenix
City of Avondale *
City of Buckeye *
City of Chandler *
City of Flagstaff
City of Goodyear *
City of Mesa, Mayor's Office *
City of Nogales
City of Phoenix, Mayor's Office *
City of Scottsdale
City of Sierra Vista
City of Surprise, Youth Services
City of Tempe, Mayor's Office

City of Tucson, Mayor's Office
Cochise County Office of Education *
Coconino Coalition of Children and Youth
Coconino County Superintendent of Schools
Community Foundation for Southern Arizona
Copper Corridor Economic Development Coalition
Crain Elementary School District
Creighton Elementary District
Deer Valley Unified District
Destiny Schools
Diamond Back Elementary PTO
Diamond Family Foundation
Dignity Health
Douglas Unified School District
Dysart Unified School District
Easter Seals Blake Foundation
Educare Arizona
Eight, Arizona PBS
Expect More Arizona
Experience Matters
First Book
First Focus on Kids Coalition
First Things First**
First Things First Regional Partnership Council-Cochise*
First Things First Regional Partnership Council-Gila County*
First Things First Regional Partnership Council-Hualapai Tribe*
First Things First Regional Partnership Council-Pinal Region*
First Things First Regional Partnership Council-San Carlos Apache *
Flagstaff Unified School District
Flowing Wells School District
Fowler Elementary District
Freeport McMoRan
Friends of the Surprise Libraries
Ft. Huachuca Accommodation Schools
Gila County Library District
Gila County School Superintendent
Globe Unified School District
Globe/Miami Chamber of Commerce
Globe/Miami Times
Goodyear City Council
Grand Canyon University
Greater Phoenix Leadership
Hayden Public Library *
Hayden/Winkelman Unified School District
Head Start, Hualapai
Head Start State Collaboration Office**
Helios Education Foundation**
Hualapai Department of Cultural Resources
Hualapai Education and Training Department
Human Services Department, Maricopa County – Head Start
Intel
International Dyslexia Association- AZ
Isaac Elementary School District

Jumpstart
KPMG
Kyrene School District
Laveen Elementary School District
LeCroy & Milligan Associates, Inc.
Legacy Foundation
Liberty School District
Lions Club
Litchfield Elementary School District
Literacy Connects
Littleton Elementary District
Madison Elementary School District
Make Way For Books
Mammoth San Manuel Unified School District
Maricopa County Library District
Maricopa Integrated Health Systems (MIHS)
Maricopa Unified School District
Mesa Community College
Mesa Public Library
Mesa Public Schools
Miami Memorial Library
Miami Unified School District
Mobile Elementary School District
Mohave County Library
Murphy Elementary District
myON
Nadaburg Unified School District
Native Americans for Community Action
Native Civic League United Community Health Center
Nina Mason Pulliam Charitable Trust
Nogales-Santa Cruz County Chamber of Commerce
Northern Arizona University, College of Education
Odyssey Charter Schools
Oracle School District
Osborn Elementary School District
Paiute Neighborhood Center
Palo Verde District
Palominas Unified School District
Paradise Valley Unified School District
Parents Education Network- Phoenix
Pasquay Aquí Community Library
Payson Elementary School
Payson Library *
Payson Round-up
Payson Unified School District
Peach Springs Unified School District
Pendergast Elementary School District
Phoenix Elementary School District
Phoenix Public Library
Pima County Public Library
Pima County School Superintendent's Office
Pinal County Health Department – Strong Families
Pine Strawberry Elementary District
Prisma Graphic
Raising A Reader
Ray Unified School District
Reach Out and Read Arizona
Riverside Elementary District
Rodel Foundation

Roosevelt Elementary School District
Rotary Club
Saddle Mountain Unified School District
Sahuarita Unified School District
San Carlos Apache Tribe Education Department
San Carlos Unified District
Santa Cruz County Office of Education *
Santa Cruz County School Districts, Charter and Private Schools
Scottsdale Public Library *
Scottsdale Unified School District *
Sierra Vista Public Library
Sierra Vista Public Schools
Southwest Behavior Health
Southwest Human Development
Southwest Institute for Families and Children
Steele Foundation
Stand For Children
Stepping Stone Foundation
Sunnyside Unified School District
Superior Unified School District
Tempe Diablos
Tempe Elementary School District #3
Tolleson School District
Tombstone Unified School District
Tonto Basin Elementary District
Town of Globe
Town of Hayden
Town of Hayden Public Library
Town of Miami
Town of Payson, Star Valley, Pine, Strawberry, Tonto Basin, and Young
Town of Sahuarita
Town of Winkelman
Tribal Council of the Hualapai Indian Tribe
Tucson Metro Chamber
Tucson Unified School District
UMOM
Union School District
United Way of Mesa *
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 *
Valley of the Sun YMCA
Virginia G. Piper Charitable Trust**
Washington School District
Whiteman Foundation
Wilson School District
Young Elementary District
Yuma School District #1

And more...

** Founding Partner

* Convening Partner

- All students graduating college and career ready
- All students reading at grade level by the end of 3rd grade
- All students entering school ready to learn



CHALLENGE: Lack of communication and coordination between efforts

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

Read On ARIZONA
When Arizona Reads, Arizona Thrives

Read On Communities to Date

- Avondale
- Balsz
- Buckeye
- Bullhead City
- Chandler
- Cochise County
- Copper Corridor
- Flagstaff
- Globe/Miami
- Goodyear
- Greater Surprise
- Hualapai
- Mesa
- North Gila County
- Phoenix
- Riverside
- Roosevelt
- Sahuarita
- San Carlos Apache Tribe
- Santa Cruz County
- Scottsdale
- Tempe
- Tucson
- Yuma

→ Your Community Here ←

Read On Communities

Developing a Thriving Reader: A Continuum of Effective Literacy Practices



Key areas from birth through age eight:

- Approaches to learning and literacy instructional practices
- Professional development
- Family engagement
- Screening/assessment
- Digital literacy



Webinar

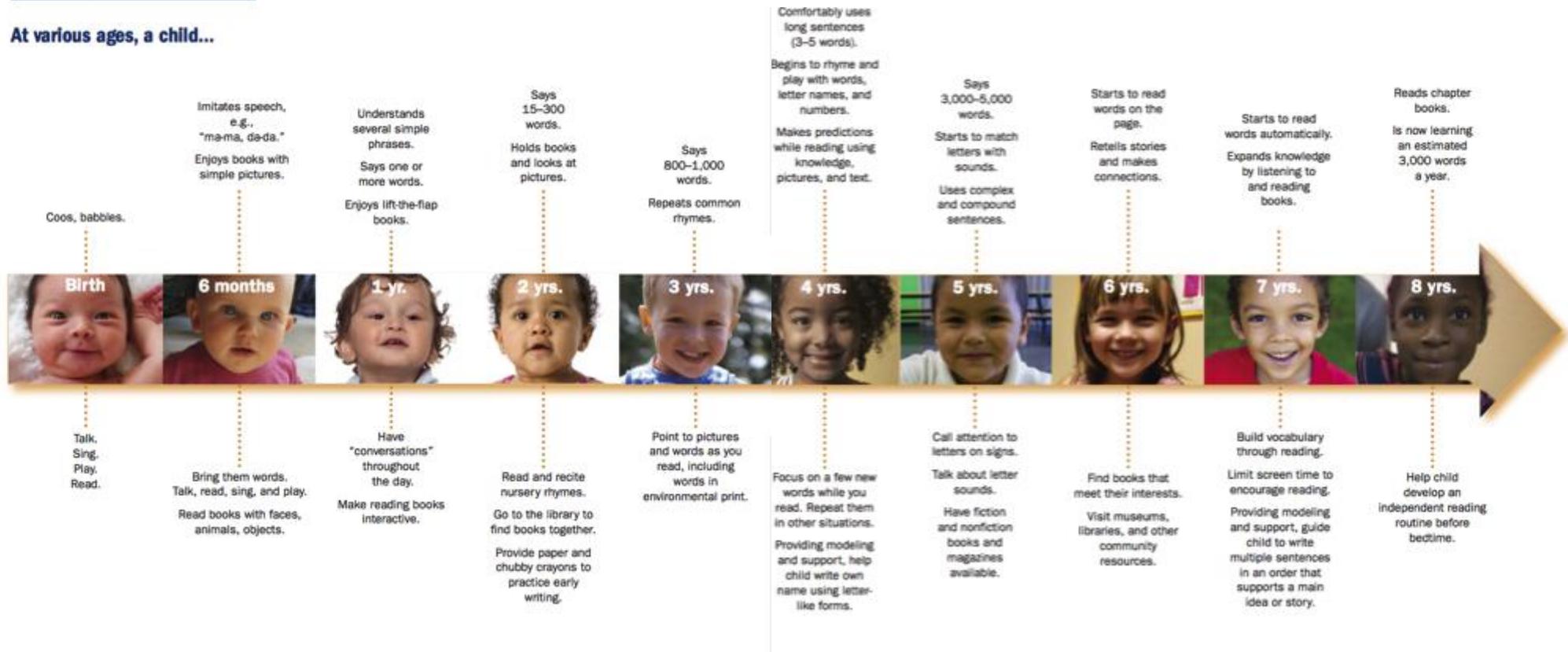


ReadOnArizona.org

Key Finding: Language and Literacy Development is the result of ongoing accumulation of experiences

A reader's typical milestones

At various ages, a child...



What

Why

How

What

What is my role in children's development of language and pre-literacy skills?



Why

Why is it important to identify and name my
role?

In my role, how can I best support children's language and pre-literacy skills?

How

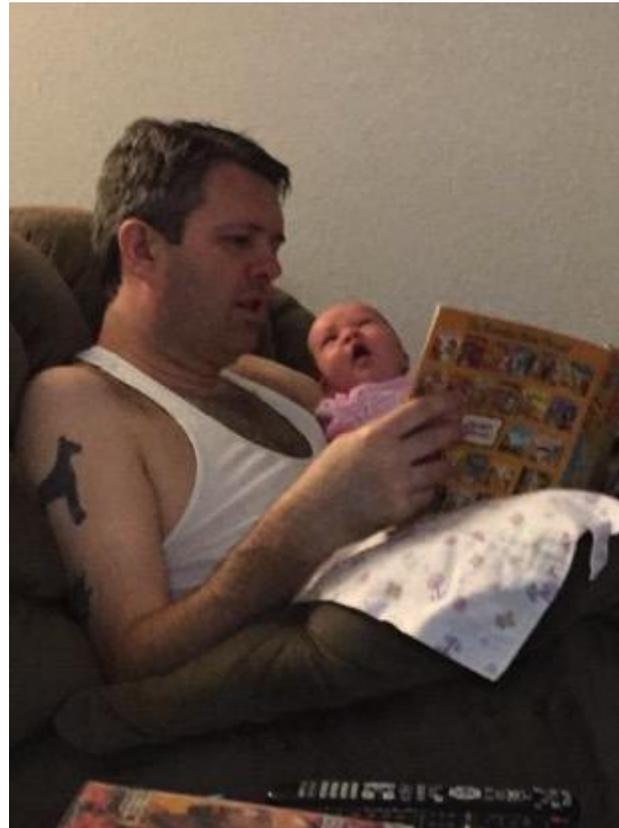
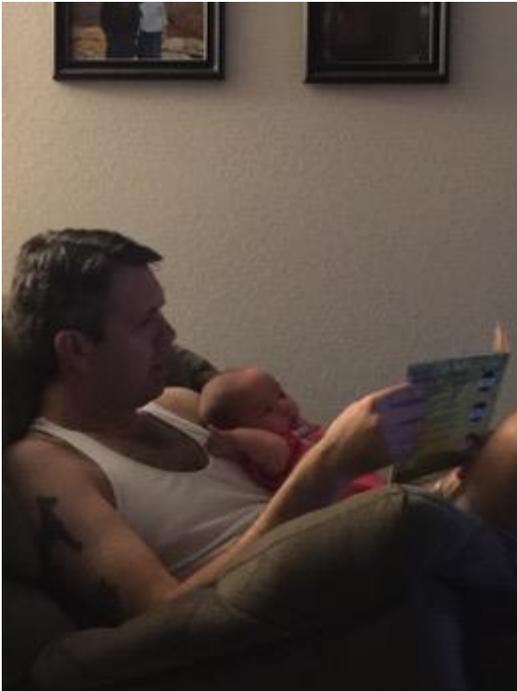
“**Early language exposure** is the single strongest predictor of third grade reading proficiency. ^{13,}
^{19, 36} Third grade marks a time when students shift from “learning to read” to “reading to learn.” ⁷ Reading proficiently by the end of third grade is an important indicator of later academic achievement, including the likelihood of graduating high school and health and economic outcomes.” ⁷

~Talk With Me Baby



A CURRICULUM FOR NURSES

Language Nutrition: (As defined by Arianne Weldon, MPH, Director of the Get Georgia Reading Campaign) is the use of language that is sufficiently rich in engagement, quality, quantity, and context that it nourishes the child neurologically, socially, and linguistically.



Language Transactions: The conversations that take place directly between a baby and an adult (such as nurses, parents, and other family members or caregivers). The transactional nature of the conversation indicates that both parties are equally engaged in a shared communicative moment, even if the baby is too young to verbally respond.



Social Communication: The interactions that occur through eye contact, facial expressions, smiles, and gestures while babies' receptive and expressive language skills develop. Social communication can be utilized in conjunction with verbal communication with an adult, and both babies and adults can initiate it.







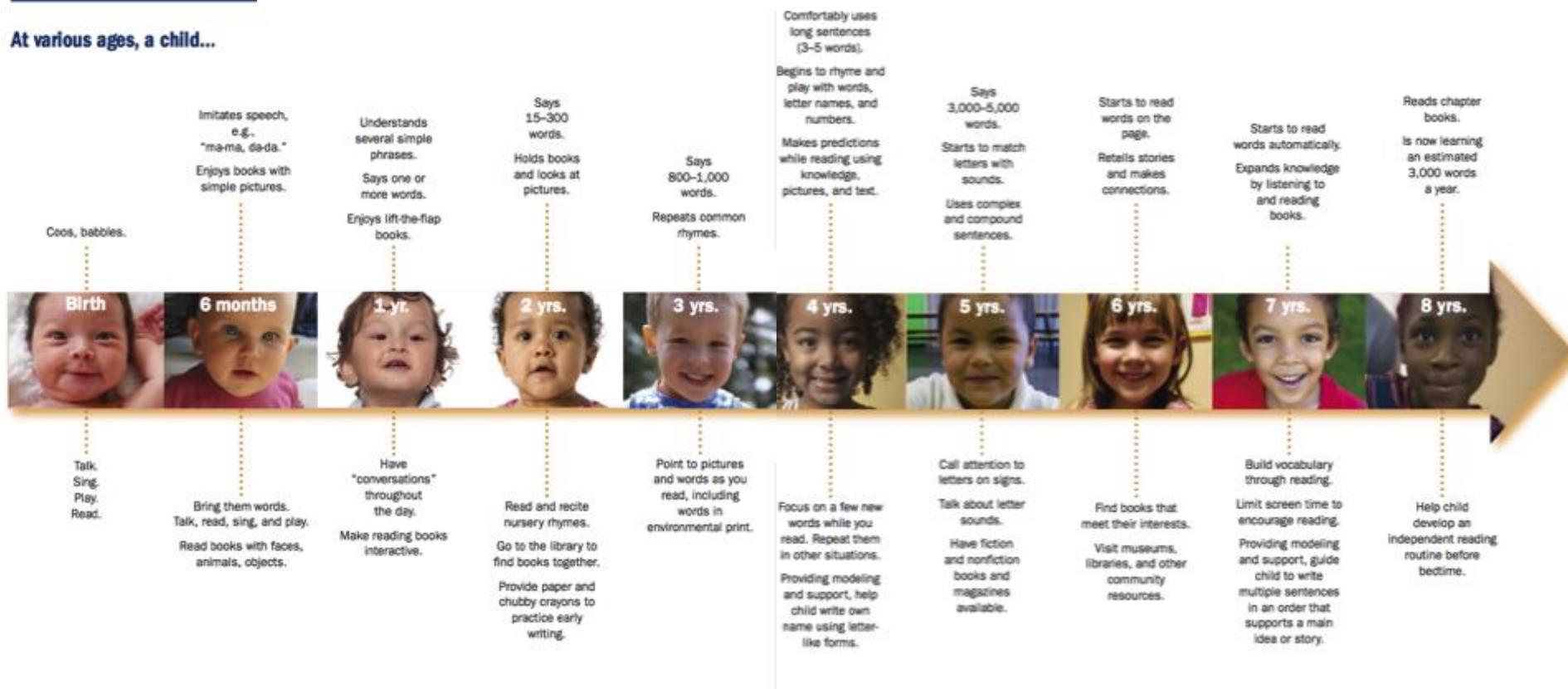
ARIZONA K-3 LITERACY

Read On Arizona Literacy Summit
August 2016



A reader's typical milestones

At various ages, a child...



Arizona's ELA Standards



what a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing difficulty.

K-3 ELA Instruction



Reading
Foundations

Writing

Speaking
& Listening

Language

Connecting Standards and Development



- **Listening and Speaking**

- Reading
- Writing



ADE understands that...



The foundation for lifelong literacy skills begins in infancy.





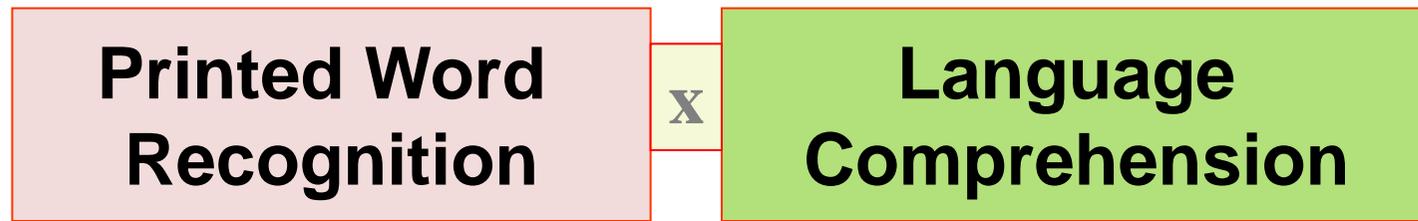
Skills and abilities upon kindergarten entry



are strongly related to later outcomes in reading, writing and spelling.

Simple View of Reading

(Gough and Tunmer)



Reading is the product of decoding (the ability to read words on a page) and language comprehension (understanding those words).



Language Comprehension

Phonological Component

Semantic Component

Syntactic Component



The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)

LANGUAGE COMPREHENSION

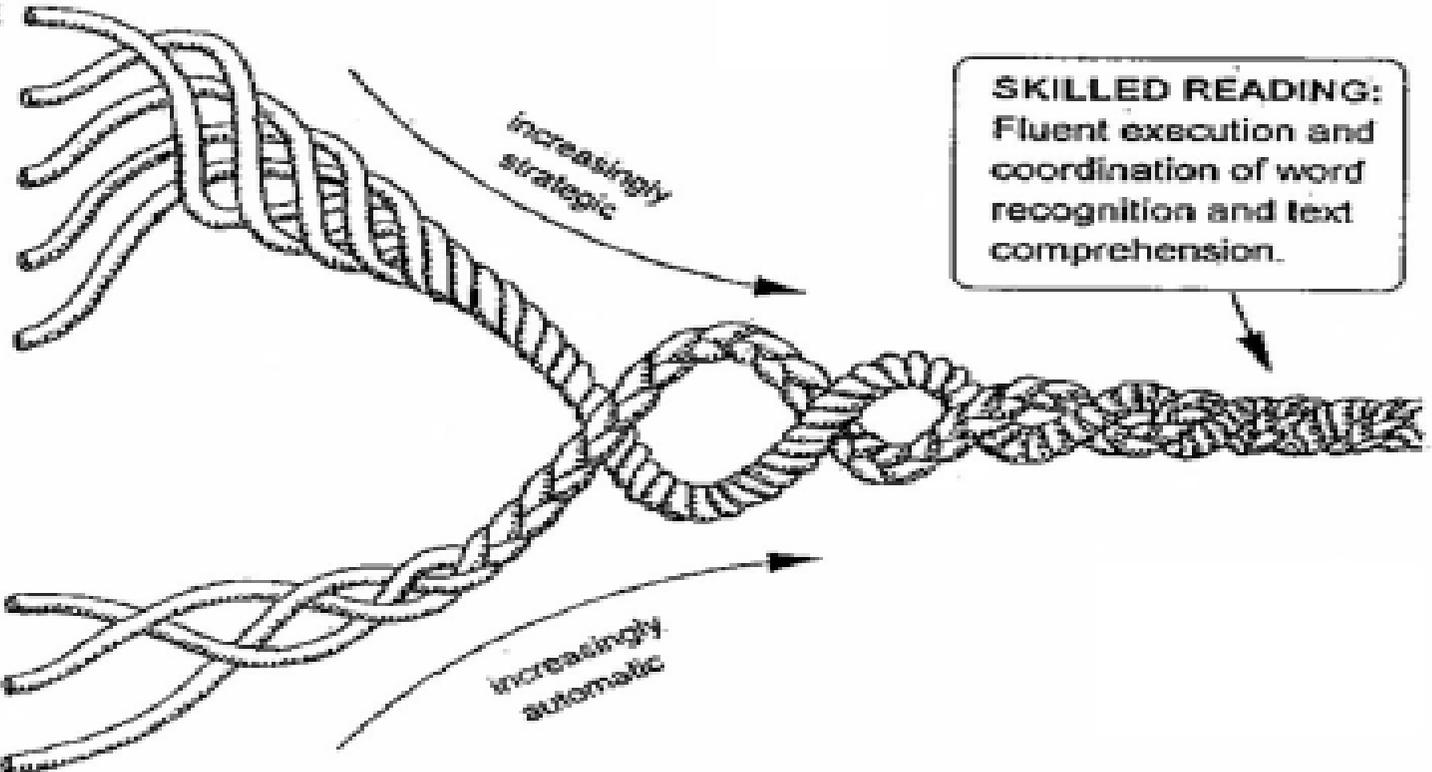
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)



WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle,
spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

Takeaways



Language
Comprehension

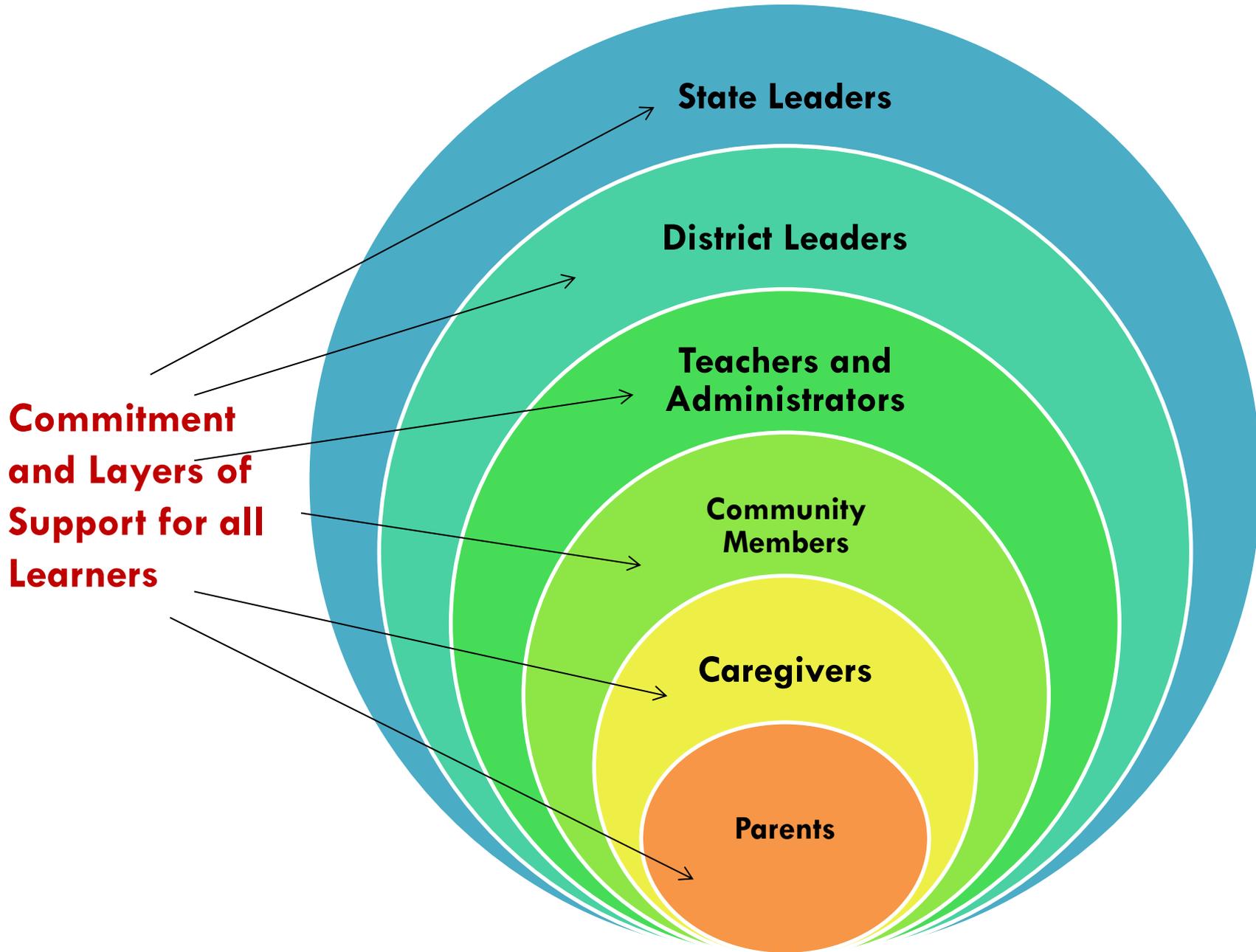
Word Recognition



Children's **ORAL LANGUAGE SKILLS** are
the foundation

(Shanihan & Lonigan, 2012)

Literacy Instruction is Supported by Informed Leadership



Nurturing Language Comprehension as a Community



Understand that every child's language is worthy of respect as a valid system of communication.

Treat children as conversationalists using turn taking, attentiveness, facial expressions, etc.

Encourage peer interaction with same age and mixed age.

Understand that adults are the main resources in language development.

Continue to develop and encourage oral interactions as children progress through primary grades.

Early Childhood Teacher Interactions to Support Language



Teachers are the most important source of language input in the preschool classroom.

Have conversations that stay on a single topic.

Provide children opportunities to talk.

Encourage analytical thinking.

Give information about the meanings of words.

Key Instructional Considerations



Fidelity of the implementation

Teach letter names and sounds by performing phonological awareness tasks

Understanding that there is no link between systematic and explicit focus and negative social-emotional outcomes for children.

Arizona State Literacy Plan



Children's comprehension of written language depends in large part upon their effective use and understanding of oral language and using language to learn.

“Using words expressively requires a deeper level of word knowledge... and the ability to use a word in speaking or writing demonstrates true ownership of the word”
(Moats, 2009, p. 7)

Early Learning Matters



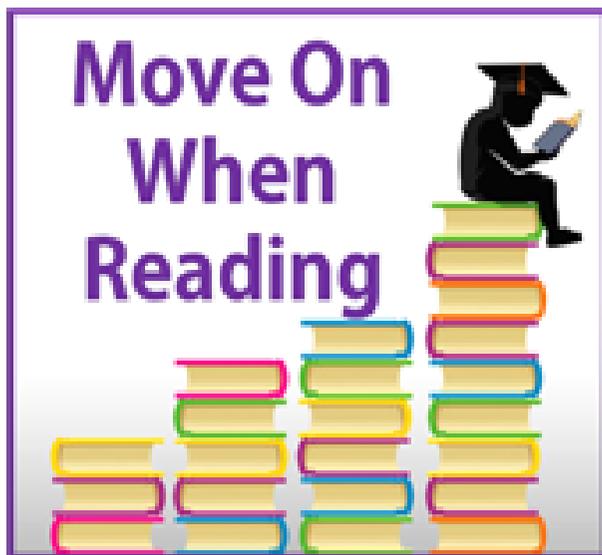
“... the likelihood that a child will succeed in first grade depends most of all on how she or he has already learned about reading before getting there...”

Dr. Marilyn Adams

National Goal: Read by 3



Third Grade is a critical benchmark.



Why Focus On Early Diagnosis and Intervention?



- Poor readers at the end of first grade are at very significant risk for long term academic difficulty.

Poor readers at the end of first grade are likely to require intensive instructional support to reach third grade reading outcomes.

Oral Vocabulary Statistics



- Vocabulary size in Kindergarten is an effective predictor of reading comprehension in middle school.
 - Scarborough-1998
- Oral-test vocabulary at first grade is a significant predictor of reading comprehension in grade 11.
 - Cunningham and Stanovich-1997
- Children remain dysfluent readers because their early deficits leave them just “too many words behind” in the growth of their sight vocabulary.
 - Torgeson 2003

Effective Read-Aloud



Positive results of reading aloud have typically been found with research-designed methods as opposed to naturally-occurring methods.

Active Strategies



Dialogic Reading

CAR Strategy

Print Referencing

Text Talk

Dialogic Reading (Whitehurst)



Key components:

1. **Encourage the child** to be an active learner during book reading
2. **Provide feedback** that models sophisticated language
3. **Raise the conversation** level just above the child's current ability

C.A.R. Strategy (Cole, Maddox, Notary-Syverson)



1. Comment and wait

- The adult's comment reflect the child's interest and the child is given time to think before responding

2. Ask questions and wait

- Adult asks both closed and open-ended questions with time for child to think

3. Respond by adding a little more

- Adult repeats child's answer and then adds one or two new words.

Waiting communicates that the adult is interested in what the child has to say

Print Referencing (Justice and Ezell)



- Verbal and non-verbal cues teachers use to draw children's attention to key aspects of the text.
- Promotes children's understanding of print concepts, concept of word
- Focus on the text features



Type of Cue	Example
<u><i>Verbal Cues</i></u>	
Question about print	Can you find the title of this book?
Request about print	Show me where I should start reading.
Comment about print	That word is stop.
<u><i>Nonverbal Cues</i></u>	
Pointing to print	Teacher points to a word
Tracking print	Teacher tracks her finger under the words

Text Talk (Beck,McKeown)



- Focuses on vocabulary development
- Uses read-alouds to provide a context for teaching new words
- Engages children in meaningful discussions about books

Teaching Vocabulary Through Text Talk



1. Read the sentence in the story that contains the targeted word.
2. Ask the children to repeat the word.
3. Explain the meaning to the word
4. Provide examples other than those used in the story.
5. Ask children to provide their own examples.
6. Ask children to say the word again.

Active Strategies



Dialogic Reading

CAR Strategy

Print Referencing

Text Talk

The vision...



- Every third grade child will be a proficient reader!



- The gap between research and practice will be closed.
- Every K-3 and special education teacher will be an expert in teaching reading

What It Takes . . .



- a persistent focus on our goal,
- a sound knowledge of research put into practice,
- a collaborative effort to maximize our resources,
- a relentless determination to stay the course.



We don't accomplish anything in this world alone ... and whatever happens is the result of the whole tapestry of one's life and all the weavings of individual threads from one to another that creates something."

*Former Justice Sandra Day O'Connor,
first woman on the U.S. Supreme Court*

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Arizona Department of Education

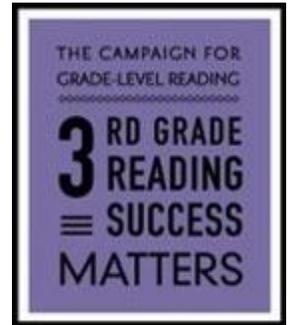
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Q&A



Complete the Breakout Session Evaluation on the Mobile App

