



# Read to be Ready Coaching Network

## Overview

# Setting the Foundation Recommendations

- **Support deeper literacy instruction to ensure that students learn decoding within the context of broader comprehension**
- **Increase schools' and teachers' ability to differentiate instruction in the early grades and to target students' academic and non-academic needs as early as possible**
- **Improve RTI<sup>2</sup> implementation for students who need greater support in specific skill areas**
- **Get better at getting better**





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# K-3 State Initiatives

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Read to be Ready Initiative

Read to be Ready Coaching Network

Reading courses

Response to Instruction and Intervention

Early Learning Model

VPK quality  
program  
standards

Portfolios

Kindergarten  
Entry Inventory

Portfolios

Portfolios

Second Grade  
Assessment

Third Grade  
Assessment

Pre-K

K

1

2

3

Professional Learning

# Ready to be Ready

**Chapter 1: Early literacy matters**

**Chapter 2: But it's never too late**

**Chapter 3: Reading is more than just  
"sounding out" words**

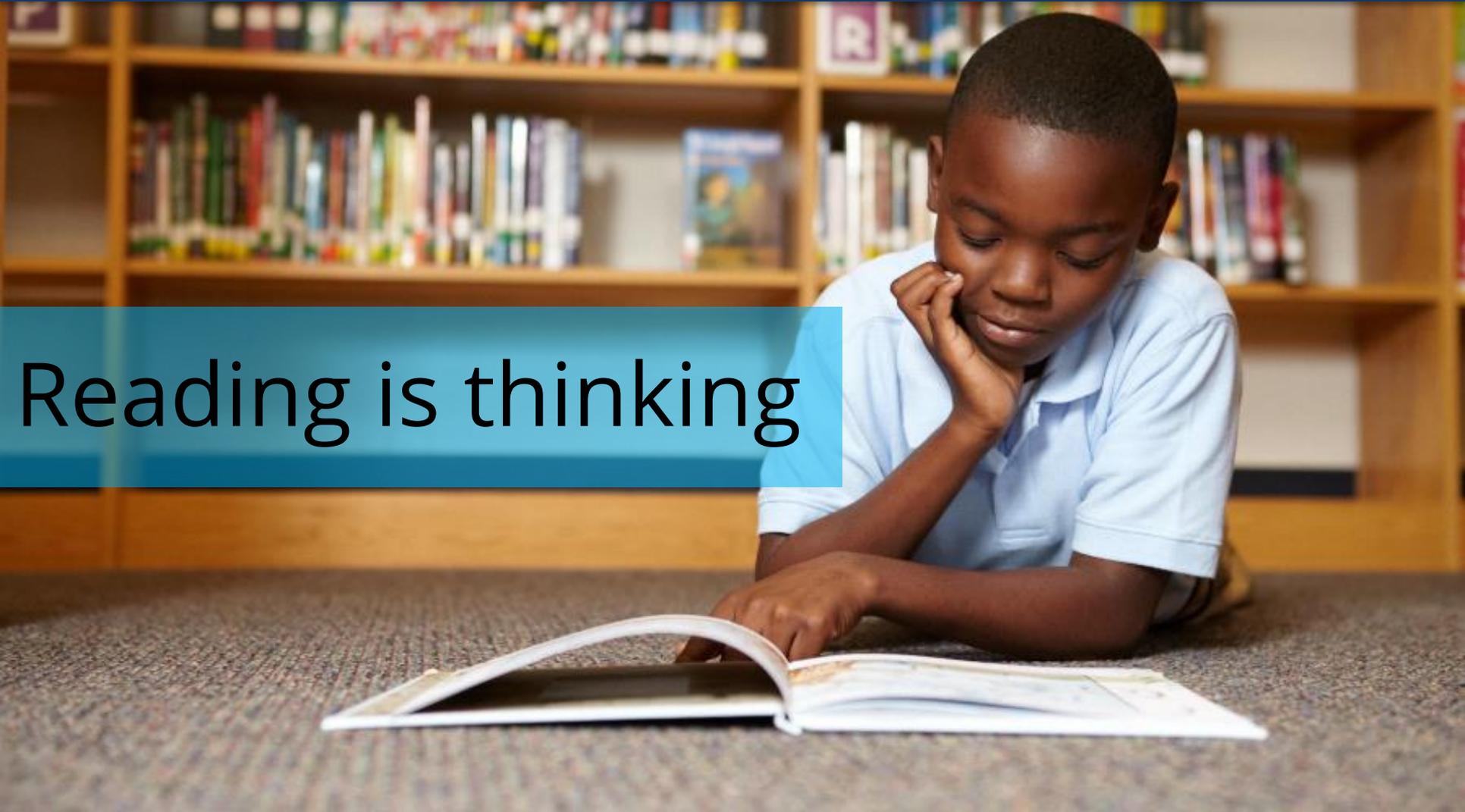
**Chapter 4: Teacher knowledge and  
practice are critical**

**Chapter 5: It takes a community**

## Chapter 3: Reading is more than just “sounding out” words

Reading is thinking deeply about a text’s meaning and how it builds knowledge of the world around us.

Reading is thinking



## Chapter 4: Teacher knowledge and practice are critical

Educators must have a deep understanding of the art and science of literacy instruction in order to develop lifelong readers.



# Our Theory of Action

## Literacy Coaches



- Build content knowledge in early literacy
- Develop coaching skills

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## Classroom Teachers



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## Instructional Strategies



- Sustained implementation of research-based, high impact instructional strategies
- On-going study and coaching support

# Our Theory of Action

<h2>Literacy Coaches</h2> 	<h2>Classroom Teachers</h2> 	<h2>Instructional Strategies</h2> 	<h2>Students</h2> 
<ul style="list-style-type: none"><li>• Build content knowledge in early literacy</li><li>• Develop coaching skills</li></ul>	<ul style="list-style-type: none"><li>• Build content knowledge in early literacy</li><li>• Provide sound models of effective instructional practices</li></ul>	<ul style="list-style-type: none"><li>• Sustained implementation of research-based, high impact instructional strategies</li><li>• On-going study and coaching support</li></ul>	<ul style="list-style-type: none"><li>• Increase student learning and literacy achievement</li></ul>

The logo consists of a red square containing the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

**TN**

**A Vision for Reading  
Proficiency**

®

# Vision of Proficient Reading



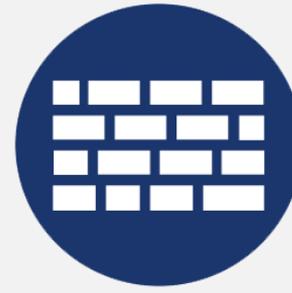
**Accurately, fluently, and independently read a wide range of complex texts**



**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**

# Competencies

Skills Competencies	Knowledge Competencies
Ability to hear and work with spoken words	Oral language skills
Concepts of print	Vocabulary
Alphabet knowledge	Concepts about the world
Word Reading	Ability to understand and express complex ideas
Spelling	
Fluency	

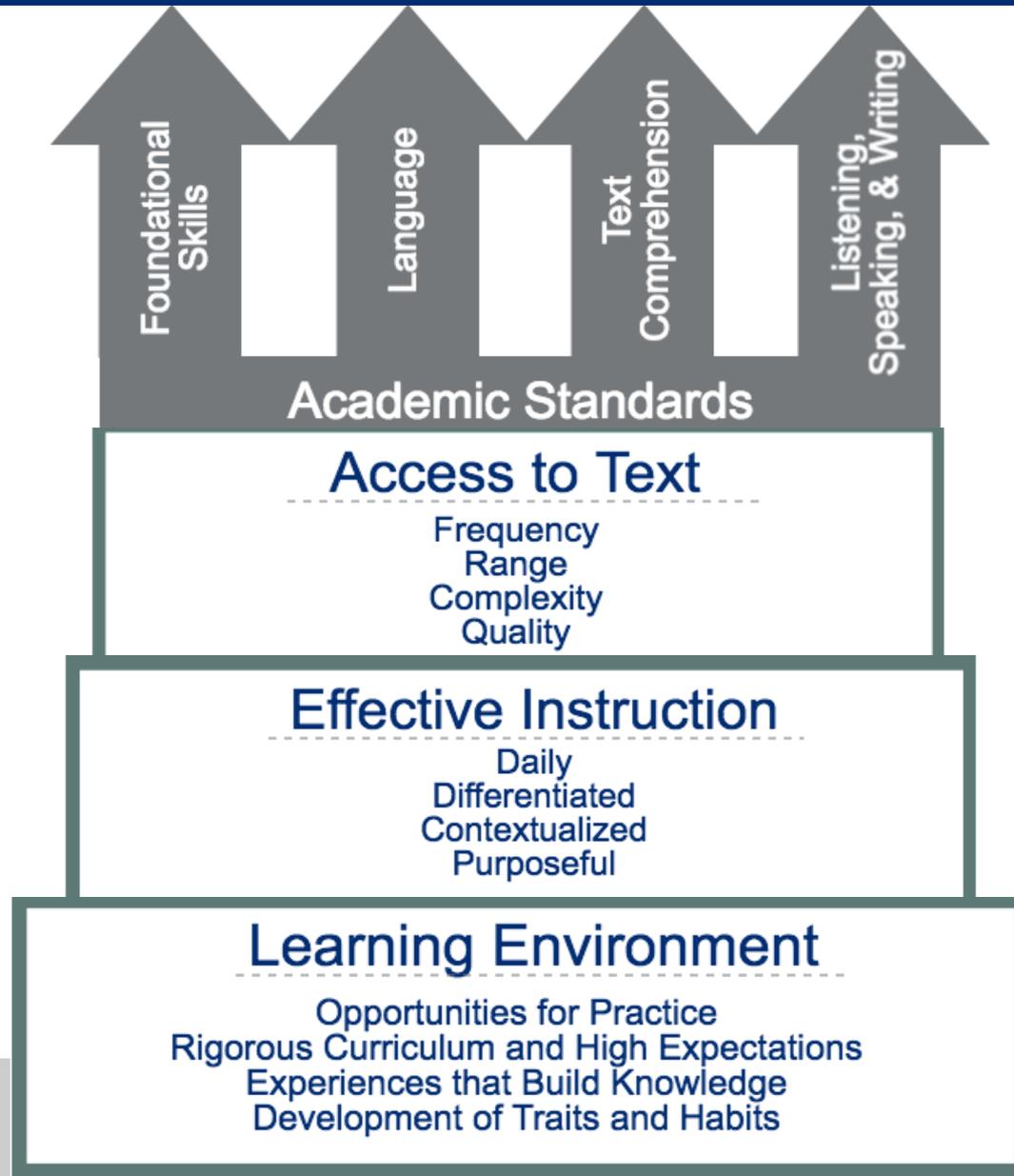
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**TN**

**Read to be Ready:  
Joining Quality Literacy  
Instruction with Coaching**

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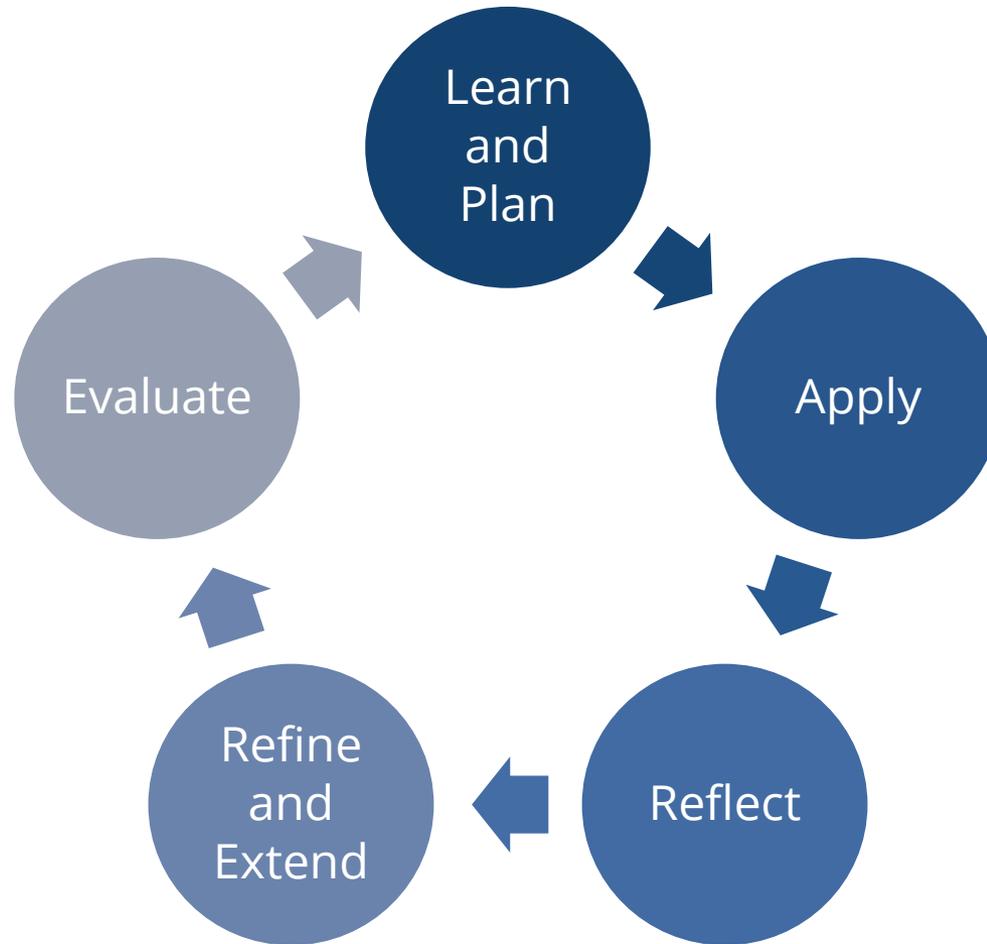
# Making Meaning from Text



# Instructional Outcomes

Year 1	Semester 1	Accessing Complex Texts through Interactive Read Alouds
	Semester 2	Accessing On-grade Level Texts through Shared Reading
Year 2	Semester 1	Responding to Texts through Interactive Speaking and Writing Activities
	Semester 2	Teaching Foundational Skills through Reading and Writing
Year 3	Semester 1	Guided Reading and Instructional-level Texts
	Semester 2	Independent Reading and Reading Conferences

# The Coaching Cycle

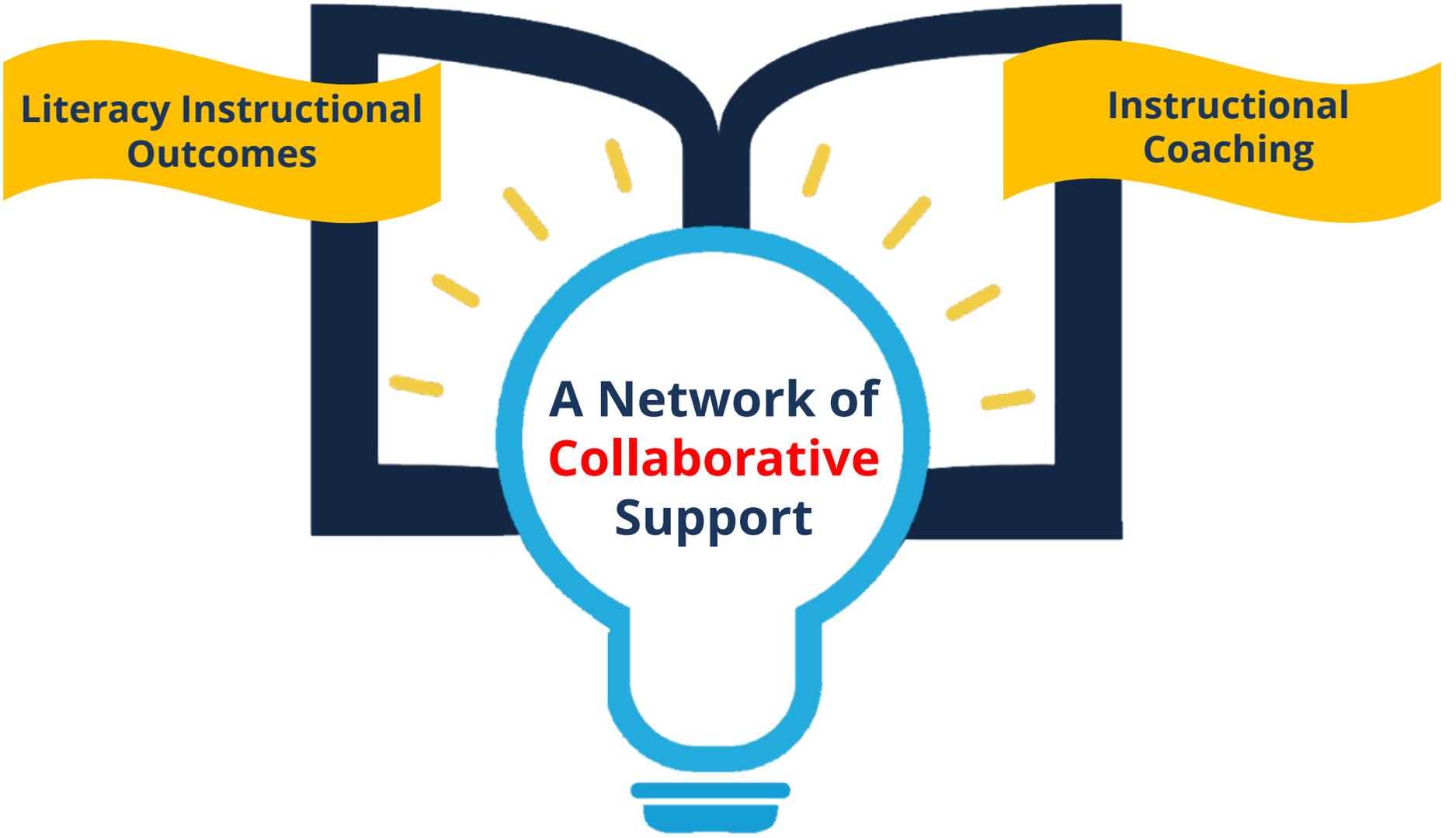


# Read to Be Ready Model

Literacy Instructional  
Outcomes

Instructional  
Coaching

A Network of  
**Collaborative**  
Support





*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**