

WORKING  
TOGETHER  
TO GET ALL CHILDREN  
ON A PATH TO  
READING  
PROFICIENTLY  
BY THE END OF  
3RD GRADE



GET GEORGIA  
READING

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CAMPAIGN FOR GRADE-LEVEL READING




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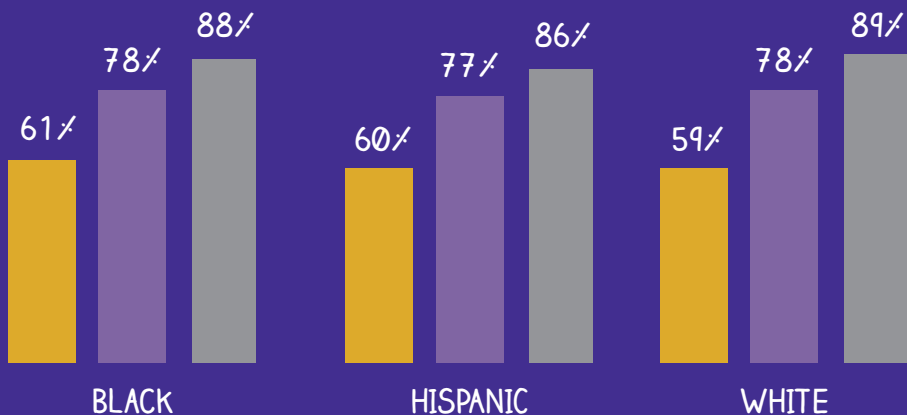


STUDENTS WHO DON'T  
READ PROFICIENTLY BY THE  
END OF THIRD GRADE ARE  
**MORE LIKELY TO  
DROP OUT**  
OF HIGH SCHOOL  
COMPARED TO  
PROFICIENT READERS.

LEARNING  
TO READ  READING  
TO LEARN

## HIGH SCHOOL GRADUATION BY THIRD-GRADE READING PERFORMANCE

 DOES NOT MEET STANDARDS  
 MEETS STANDARDS  
 EXCEEDS STANDARDS



# We must prepare Georgia's next generation of leaders today.

Right now, more than six out of 10 children in Georgia are not reading proficiently by the end of third grade.



Low achievement in reading affects our economy, our safety, and our health.

Third grade is when children are expected to make the shift from learning to read to reading to learn. Children unable to make this shift face serious barriers for future learning, because they can't grasp half of the printed curriculum in fourth grade and beyond, including math and science. As a result, these children fall even further behind.

Children who can't read proficiently by the end of third grade are more likely to experience poor health, have discipline problems, perform poorly in eighth-grade math, become teen parents, and drop out of school. As adults, they're more likely to spend time in prison, struggle with unemployment, and face shorter life expectancies.

Georgia has taken on third-grade reading proficiency—not only as an education issue, but as an urgent priority for all who care about children's health and well-being.

# FACTORS THAT AFFECT CHILDREN'S ABILITY TO READ PROFICIENTLY



PRETERM  
BIRTH



SCHOOL  
CLIMATE



MATERNAL  
EDUCATION

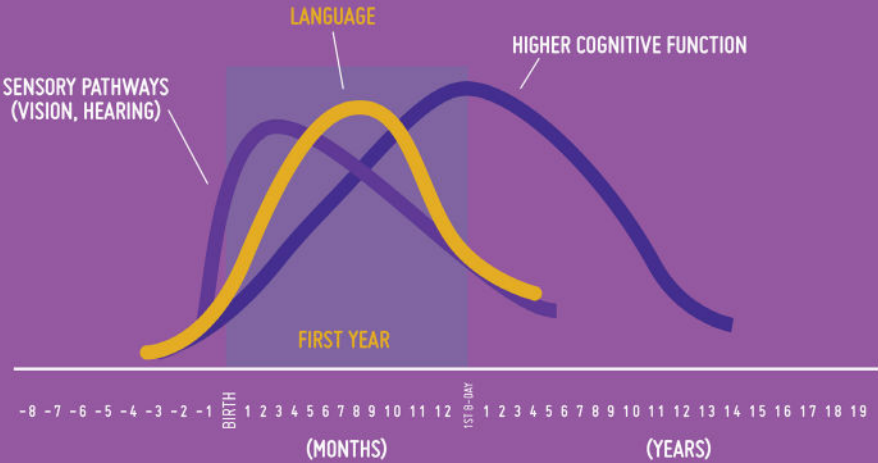


QUALITY  
CHILD CARE  
ACCESS



CLASSROOM  
CLIMATE

## EARLY BRAIN DEVELOPMENT





PRESCHOOL  
- 3RD GRADE

OUT-OF-SCHOOL  
SUSPENSION



LANGUAGE  
DEVELOPMENT



ATTENDANCE



POVERTY



STUDENT  
ENGAGEMENT



LOW  
BIRTHWEIGHT



HEALTH  
BARRIERS



SUMMER  
LEARNING

# A Data-Informed Approach

Get Georgia Reading Campaign partners recognize that literacy is much more than an education issue. Our efforts to change long-term outcomes and consequences must begin early—long before children enter kindergarten.

Partners continue to explore factors that influence a child's path to third-grade reading proficiency. This approach has focused on initial factors including early brain development, language-rich social interactions, school attendance, summer learning, and the influence of physical and mental health on all aspects of learning and development.

These investigations reveal that far too many children in Georgia lack access to quality health care, housing, nutrition, and supportive learning environments. And far too many children experience the trauma of stress and violence in their homes and neighborhoods, inhibiting their ability to learn and grow.

Children cannot learn when they are hungry, sick, or scared.



GET GEORGIA READING  
CAMPAIGN PARTNERS RALLY  
PEOPLE, ORGANIZATIONS, AND  
COMMUNITIES TO APPLY A  
FRAMEWORK FOR ACTION SO  
THAT ALL CHILDREN IN GEORGIA  
BECOME PROFICIENT READERS  
BY THE END OF THIRD GRADE.



This framework is built on four research-based pillars that provide a new way of looking at early literacy and learning during the first eight years of life.

## ACCESS

All children and their families have access to, and support for, healthy development, emotional well-being, and educational achievement.

## LANGUAGE NUTRITION

All children experience abundant, positive, language-rich social interactions with caregivers, educators, and peers.



ACCESS



LANGUAGE  
NUTRITION



## POSITIVE LEARNING CLIMATE

All children feel safe and nurtured, from the early years through the early grades, so they can learn and grow—both emotionally and academically.

## TEACHER PREPARATION & EFFECTIVENESS

All caregivers and educators are equipped with evidence-informed skills to effectively engage all children through developmentally responsive practice.





# THE SIX KEYS TO ACCESS



## AWARENESS

Population is informed about resources that exist and what they provide



## AFFORDABLE

Cost of services meet population's ability to pay



## ACCESSIBLE

Location of supply is geographically within the population's reach



## AVAILABLE

Size or volume of the supply meets population needs



## ACCOMMODATING

Delivery of services is designed to improve population outcomes



## ACCEPTABLE

Characteristics of service providers and population are receptive to each other

# Challenging Conventional Approaches

The four pillars provide a shared language and understanding of what a successful path to reading proficiency—starting from birth—looks like.

Campaign partners use the four pillars as a framework to create new opportunities for change and support collective action in communities throughout the state.

Some of the ways we're working together to get all children on the path to literacy include engaging caregivers in their child's learning journey from birth, implementing two-generation approaches that support family literacy, and integrating a deeper understanding of language development as an indicator of well-being into classroom and health care practices.





## ROLES OF THE CAMPAIGN



**IDENTIFY AND MAKE SENSE OF FACTORS**  
that affect children's ability to read



**CONNECT AND SUPPORT DECISION-MAKERS**  
to move from a sector-focused approach  
to a population-focused approach



**USE RESEARCH AND DATA TO INFORM ACTION**  
and align policies and investments to  
strengthen the four pillars



**INSPIRE COLLECTIVE ACTION AND INNOVATION**  
to create the conditions essential for all  
children to succeed



**CELEBRATE PARTNER SUCCESSES**



and clearly communicate possibilities to realize  
the four pillars across the state

# WHAT YOU CAN DO TO #GETGAREADING



TALK, READ, SING, AND PLAY  
WITH KIDS ALL THE TIME –  
STARTING FROM BIRTH.



INCREASE ACCESS TO HEALTHY  
FOODS, HEALTHY ENVIRONMENTS,  
AND HEALTHY DEVELOPMENT.



HELP MAKE KIDS FEEL NURTURED  
AND ENGAGED BOTH AT HOME AND  
IN LEARNING ENVIRONMENTS.



SUPPORT DEVELOPMENTALLY  
RESPONSIVE APPROACHES FOR  
TEACHING AND LEARNING  
FROM BIRTH THROUGH AGE 8.



# THE PATH TO READING PRO BY THE END OF THIRD GRADE



Our kids are able to see and hear clearly and eat healthy food.



Our kids communicate to seek comfort, make requests, solve problems, and regulate emotions.



Our kids communicate to share emotion and describe others' emotions.



Our kids love listening to and reading stories every day.



LET'S HELP OUR KIDS LEARN TO READ BY THIRD GRADE.

Our kids have safe and trusting relationships.



CONSTANT OPPOR



CRITICAL BRAIN DEVELOPM



EARLY, FREQUENT, & NURTUR

BIRTH

1

2

3

4

# PROFICIENCY GRADE

WITH THE  
ABILITY TO  
READ, OUR KIDS  
CAN LEARN  
ANYTHING.



Our kids communicate  
thoughts and feelings  
through body language,  
gestures, vocalizations,  
symbols, and words.



Our kids  
experience a  
positive learning  
climate.



READING  
PROFICIENCY



SUMMER LEARNING

123

ENGAGING CLASSROOMS

ABC

SCHOOLS READY TO SUPPORT STUDENTS

QUALITY CHILD CARE, HEALTH CARE, & NUTRITION

USE OF LANGUAGE FOR EMOTIONAL REGULATION

OPPORTUNITIES FOR SOCIAL & EMOTIONAL ENGAGEMENT

MENT & THE FOUNDATION FOR LANGUAGE & LITERACY

ING INTERACTIONS WITH CAREGIVERS & EDUCATORS

5

6

7

8+ YEARS



Getting more kids to read takes  
more than good schools,  
more than great teachers, and  
more than loving parents.

It takes all of us working together.

**Join us.**



[getgeorgiareading.org](http://getgeorgiareading.org)

#GetGAReading

