

BY 2020,  
ALL CHILDREN  
IN GEORGIA  
WILL BE 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

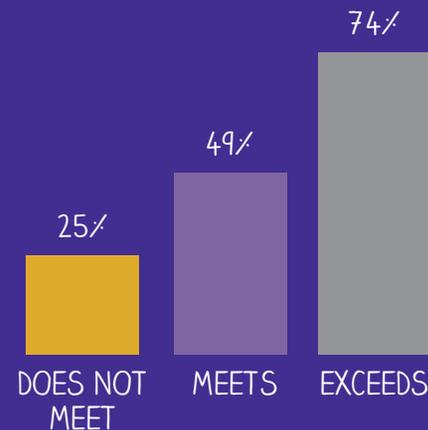
### HIGH-SCHOOL GRADUATION IN GEORGIA, 2016

BY 3RD GRADE READING PERFORMANCE



### ACT/SAT PARTICIPATION RATE IN GEORGIA, 2016

BY 3RD GRADE READING PERFORMANCE



We are at a critical point in time when it comes to preparing Georgia's next generation of leaders.

Why? Because right now, nearly two-thirds of Georgia's children are not reading proficiently by the end of third grade.



Georgia Milestones ELA, 2017

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.

It's time to take 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



CHILD CARE TEACHER QUALIFICATIONS



MATERNAL EDUCATION

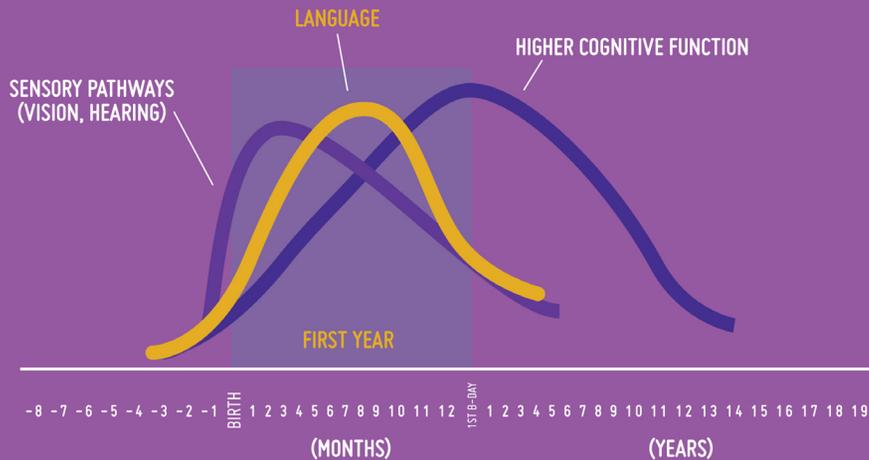


QUALITY CHILD CARE ACCESS



CHILD CARE CLIMATE

## EARLY BRAIN DEVELOPMENT



SCHOOL CLIMATE



SUMMER LEARNING LOSS



K-3 OUT-OF-SCHOOL SUSPENSION



ATTENDANCE



CHILDREN LIVING IN POVERTY



CHILDREN'S MENTAL HEALTH



LOW BIRTHWEIGHT



AEROBIC CAPACITY



EARLY LANGUAGE EXPOSURE & DEVELOPMENT

## A Data-Driven Approach

Get Georgia Reading 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.

The partners looked at root causes for why a child might not be reading. This new approach led to a focus on early brain development and language-rich interactions with infants and toddlers, school attendance, summer learning loss, 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.



# OUR COMMON AGENDA



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



This common agenda rests on four research-based pillars that provide a new way of looking at early literacy and learning during the first eight years of life, opening the doors to conversations that identify gaps and opportunities to take actions that close those gaps.

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## THE FOUR PILLARS

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### ACCESS

All children and their families have year-round access to, and supportive services for, healthy physical and social-emotional development and success in high-quality early childhood and elementary education.

### POSITIVE LEARNING CLIMATE

All educators, families, and policymakers understand and address the impact of learning climate on social-emotional development, attendance, engagement, and ultimately student success.

### LANGUAGE NUTRITION

All children receive abundant, language-rich adult-child interactions, which are as critical for brain development as healthy food is for physical growth.

### TEACHER PREPARATION & EFFECTIVENESS

All teachers of children ages 0 - 8 are equipped with evidence-informed skills, knowledge, and resources that effectively meet the literacy needs of each child in a developmentally appropriate manner.





# THE SIX KEYS TO ACCESS



## AWARENESS

Population is informed about services that exist and what they provide



## AFFORDABLE

Cost of services meets 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 are using these research-based pillars as a framework to challenge conventional approaches and support collective action in communities throughout the state.

Strategies for supporting language acquisition, improving early learning and elementary school environments, and increasing alignment of curriculum and teaching methods from preschool through third grade are just some examples of this new way of working to get all children on the path to literacy.

We can only reach the 1 million children under age 9 who live in Georgia if communities across the state join this effort by identifying and addressing the needs of children in their area, and then applying the four pillars to build on their existing resources.



1 MILLION CHILDREN UNDER AGE 9 LIVE IN GEORGIA



## ROLES OF THE CAMPAIGN



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



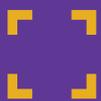
CONNECT AND SUPPORT DECISION-MAKERS  
in moving from a sector-focused approach  
to a population-focused approach



USE DATA TO CHANGE THE CONVERSATION  
and align policies and investments to  
strengthen the four pillars



INSPIRE COLLECTIVE ACTION AND INNOVATION  
to create the conditions essential for success



CELEBRATE PARTNER SUCCESSES  
and clearly communicate possibilities to realize  
the common agenda across the state

## WHAT YOU CAN DO TO #GETGAREADING



TALK, READ, SING, AND PLAY  
WITH KIDS – ESPECIALLY BABIES –  
ALL THE TIME.



HELP PROMOTE ACCESS TO HEALTHY  
FOODS, HEALTHY ENVIRONMENTS,  
AND HEALTHY DEVELOPMENT.



HELP MAKE KIDS FEEL SAFE,  
SUPPORTED, AND READY TO LEARN  
BOTH AT HOME AND IN SCHOOL.



SUPPORT DEVELOPMENTALLY  
INFORMED APPROACHES FOR  
TEACHING AND LEARNING  
FROM AGES 0-8.



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



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



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



Our kids have great peer relationships.

In the summer, our kids go to camp and read one book a week.

Our kids can read proficiently by third grade.



READING PROFICIENTLY

Our kids love to read books every night before bed.

Our kids learn problem solving.

SUMMER LEARNING



Our kids are able to see clearly, breathe easily, and eat healthily.

Our kids have a listening vocabulary of 20,000 words by kindergarten.

Our kids enjoy going to school.

123 ENGAGING CLASSROOMS



Our kids learn how to be helpful and take turns.

Our kids have a vocabulary of over 1,100 words by age 3.

ABC

PREPARED & READY FOR SCHOOL

Parents and caretakers talk, read, sing, and play with our kids all the time.

QUALITY CHILD CARE, HEALTH CARE, & NUTRITION

Our kids adore their families and teachers.



ABC STRONG VOCABULARY & SELF-REGULATION SKILLS



SOCIAL-EMOTIONAL DEVELOPMENT & POSITIVE SOCIAL INTERACTIONS



CRITICAL BRAIN DEVELOPMENT & THE FOUNDATION FOR LANGUAGE & LITERACY

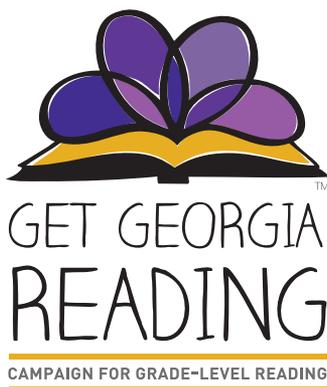
EARLY LANGUAGE EXPOSURE & NURTURING RESPONSIVE RELATIONSHIPS WITH ADULTS



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 ON THIS JOURNEY  
TO GET GEORGIA READING.



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

#GetGAReading

