EDUCATION

3rd Grade Reading Proficiency & Literacy

Thursday, December 7th 1PM ET

The webinar will begin shortly.
Experiencing Delays?
Try closing out other programs running on your computer.

Audio Difficulties? Keep this number handy!
Dial: 1-669-900-6833
Meeting ID: 666-791-268

Have a question, comment or concern?
Use the Q&A feature to interact with presenters.
AGENDA

READ TO ACHIEVE
Abbey Whitford, NC Department of Public Instruction

THE CAMPAIGN FOR GRADE-LEVEL READING
Ginger Young, Book Harvest

BOOK HARVEST
Rachel Stine, Book Harvest

READ CHARLOTTE
Dr. Munro Richardson, Read Charlotte

QUESTIONS
The webinar will resume shortly.
Abbey Whitford
North Carolina Department of Public Instruction
Every Child Reading to Achieve

North Carolina Department of Public Instruction
K-3 Literacy Division
The General Assembly of North Carolina enacts:

PART I. IMPROVE K-3 LITERACY

SECTION 1.(a) G.S. 115C-81.2 is repealed.
SECTION 1.(b) Article 8 of Chapter 115C of the General Statutes is amended by adding a new Part to read:

"Part 1A. North Carolina Read to Achieve Program.

§ 115C-83.1A. State goal.
The goal of the State is to ensure that every student read at or above grade level by the end of third grade and continue to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.

§ 115C-83.1B. Purposes.
(a) The purposes of this Part are to ensure that (i) difficulty with reading development is identified as early as possible; (ii) students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies; and (iii) each student and his or her parent or guardian be continuously informed of the student's academic needs and progress.

(b) In addition to the purposes listed in subsection (a) of this section, the purpose of this Part is to determine that progression from one grade to another be based, in part, upon proficiency in reading."
The 7 Components

• Comprehensive Reading Plan
• Kindergarten Entry Assessment
• Facilitating Early Grade Reading Proficiency
• Elimination of Social Promotion
• Successful Reading Development for Retained Students
• Notification Requirements to Parents and Guardians
• Accountability Measures
Reading Camps

• Encouraged, not required
• Provides opportunity for 3\textsuperscript{rd} graders to demonstrate reading proficiency
• Includes 1\textsuperscript{st} and 2\textsuperscript{nd} graders to work on deficits in skills
• Encouraged to partner with community organizations
Community Partnerships

• Volunteers, tutors, and mentors
• Civic and faith based organizations
• READING!
Standards and Instruction
Reading Aloud

- Expand vocabulary
- Demonstrate phrased, fluent reading
- Support content areas by building background knowledge
- Develop understanding of story structure
- Build repertoire of genres, favorite authors, illustrators
Thinking Aloud

• Make and check predictions
• Create pictures in your mind
• Reread specific parts to clarify meaning
• Read “between” the lines to infer
• Stop and summarize
What does this look like for afterschool programs?

• Read quality text to students with expression
• Ask purposeful questions about the text
• Discuss vocabulary
• Focus on North Carolina Standard Course of Study
North Carolina Read to Achieve LiveBinder

This binder provides information and resources to support districts implementing the North Carolina Read to Achieve program. For guidance on NC Read to Achieve sites, please click the Navigation tab.

- Literacy Instruction in the K-3 Classroom
- Professional Development
- The Big Ideas in Beginning Reading
- Literacy Web-Based Strategies and Resources
- Resources for ELLs
- Teacher Demonstration Videos
- 90 Minute Literacy Block
- NC SCoS Progression Steps
Resources to Support the Standards

The Big Ideas in Beginning Reading

http://www.thebigideas.com/mediapkg/MT218435/Margin1.htm
Phonics

Encoding and Decoding

Letter Cube Blending

**Objective**
The student will blend sounds of letters to make words.

**Materials**
- Letter cubes (Activity Master P036.AM1a - P036.AM1c)
  - Copy on card stock, laminate, cut, and assemble.
- Student sheet (Activity Master P036.SS)
- Pencils

**Activity**
Students make words using consonant and vowel cubes.
1. Place the three cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll the cubes. Place each cube on the matching number on the student sheet. Say the sound of each letter, blend them, and read the word orally (e.g., "/kl/ol/bl/, cob").
3. Determine if the word is real or nonsense and record it in the corresponding column on the student sheet.
4. Continue until at least ten words are recorded.
5. Teacher evaluation

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Comprehension
Welcome to TextProject

TextProject is the only website with high-quality student texts and teacher guides that are all available for free download. Texts for students, vocabulary lessons and lists, professional development modules and videos—TextProject provides a world of open-access resources for teachers, teacher educators, parents, tutors, and students.
Parents and Tutors Resources
ToolKit for Tutoring

Using BeginningReads with Young Readers

ToolKit for Tutoring is a guide for tutors and teachers working with young readers to develop literacy skills. This guide includes activities that focus on vocabulary development, word study, and writing skills.

The BeginningReads series is available as free pdf downloads here and as iBooks at iTunes here.

ToolKit-for-Tutors-BeginningReads.pdf (1.8 MB)
Comprehension Guide
Making Inferences

4.5A: Making Inferences (Informational Text)
Side One: Introducing the Skill

Name: ________________________________ Date: ________________

Directions: Introduce the Skill
☐ TUTOR: Read these bullets aloud
  ☐ In an informational text, just like in a story, an author expects readers to figure out some
    things on their own using the evidence in the text and their own knowledge.
  ☐ Figuring out things that aren’t stated in the text is called making inferences.
  ☐ Readers often make inferences automatically (without even thinking about it) but talking
    about the inferences you make can help you get better at inferring.

☐ TUTOR: Model the skill by giving a concrete example. For instance, if an informational book
about jellyfish said, “Your day at the beach would be ruined if you were stung by a jellyfish!” a
reader can use the clue “ruined” and his/her own knowledge that getting stung hurts to infer that
a jellyfish sting is painful.

Directions: Try It Out
☐ STUDENT: Read the text below.
☐ STUDENT: Read the bold text and answer the questions in complete sentences.
☐ STUDENT: Re-read your work to explain the inferences you made about the text.
Classroom Materials
Student Texts

TextProject's innovative model of text complexity, called Text Elements by Task (abbreviated as TExT), considers the various tasks involved in reading to determine the complexity or difficulty of specific texts. In addition to rating existing texts, the TExT model is used to create texts designed to help beginning and struggling readers master the tasks necessary for reading success.

24 May 2012
BeginningReads Home
BeginningReads™

TextProject's BeginningReads program supports teachers, parents, and tutors in bringing children into reading. The goal of BeginningReads is to connect student's oral language knowledge with written language. Ten levels (of 12 books each) are available.

2 April 2013
Product Home
FYI for Kids

A collection of engaging and high-quality magazine articles designed to enhance the Common Core classroom's reading repertoire.

4 January 2011
Product
SummerReads™

Students who don't read much over the summer show a decline in reading performance from the end of one grade to the start of the next. Research shows that even reading 4 or 5 books over the summer helps to prevent the summer slump.

SummerReads are accessible, engaging texts for at-risk readers... for FREE! And there are enough texts for an entire summer of reading.
Bats

There are more than 1,000 kinds of bats. Like birds, bats have wings and can fly. However, bats are not birds. Bats have fur, not feathers. Also, baby bats drink milk from their mothers. They don’t eat worms or seeds.

Bats have thin, light bones that help them fly. However, because their bones are thin and light, most bats cannot walk on land. Only vampire bats have legs that are strong enough to let them walk on land. In fact, vampire bats walk on their legs and their wings.

Most bats have sharp claws that they use to grab onto a tree or a cave so they can hang upside down to rest. When bats rest, they look small. Bats look much bigger when they stretch their wings. Their wingspan, or the distance between the tip of one wing to the tip of the other, can be as much as five feet. That’s probably taller than you are. Some bats, though, have wingspans that are only as big as your hand.

Most bats rest during the day and fly at night. Many bats eat bugs. Some eat up to 2,000 bugs in one hour, or 33 bugs in one minute. Other bats eat fruit. Vampire bats feed on small amounts of blood from animals like pigs and birds.

Many bats have names that tell how they look. Dog-faced bats looks like dogs. Flying foxes, which are bats, look like foxes.

Other bats have names that tell what they do. Fishing bats use their long legs and sharp claws to grab fish from the water. Tent-making bats build tents around themselves with leaves.

Bats cannot see well, but they can hear well. Bats make a high sound as they fly. The sound is so high that most people cannot hear it. These waves of sound bounce off walls, trees, and insects. They keep bats from flying into things. They also help bats find food and stay safe.
The North Carolina Reading Camp LiveBinder is an addition to the NC Read to Achieve LiveBinder.

The information included in the tabs and subtabs are only suggested activities, guidelines, and resources. Districts and schools are encouraged to use these suggestions to customize reading camp experiences to meet the unique situation of each location.
How can the K-3 Literacy Division assist after school providers?

- Provide professional development on evidence-based strategies
- Coordinate opportunities between afterschool program staff and school staff for planning purposes and maximum use of resources
For the Children
Abbey Whitford
K-3 Literacy Northeast District Consultant
http://www.ncpublicschools.org/k-3literacy/achieve/
The webinar will resume shortly.
GUEST PRESENTER

Ginger Young
Book Harvest
The Campaign for Grade-Level Reading

- A collaborative effort by foundations, nonprofit partners, business leaders, government agencies, states and communities across the nation

- Works to ensure that more children from low-income families succeed in school and graduate prepared for college, a career and active citizenship
A dozen or more states will increase by at least 100% the number of children from low-income families reading at grade-level by the end of third grade.
Community Solutions

- **Increase School Readiness:** Too many children from low-income families begin school already far behind.

- **Reduce Chronic Absence:** Too many children from low-income families miss too many days of school.

- **Stem Summer Learning Loss:** Too many children from low-income families lose too much ground over the summer months.
No One Can Do It Alone

Requires “All-in” Collaboration

- Parents
- Nonprofits
- Foundations
- Business leaders
- Government
  - School systems
  - Libraries
  - Mayors
  - Economic development
  - Housing authorities
- Policy community
  - Local, state, federal

At the Spark Salon in Dubuque Iowa, Courtney Holmes gives free haircuts to children that read him a book during their visit.
340+ Collaboratives Across the Country
The Needle is Moving Across the Nation

In 2016:

- 94 communities report progress in at least one solution and/or grade-level reading
- 31 communities report progress in at least two solutions
- 9 communities report progress on all three solutions
- 49 communities report progress on grade-level reading
Our Challenge in North Carolina

- 38% of NC 4th graders scored at or above reading proficiency (2015)

- 25% of NC 4th graders from economically disadvantaged families scored at or above reading proficiency (2015)
It’s Urgent

- NC is facing a growing skills gap.
- By 2020, 67 percent of jobs in the state will require some post-secondary education. Today only 42 percent of the workforce has that level of education.

Grade-Level Reading is Achievable

Each child can have the opportunity to be on track by 3rd grade with aligned state and local policies and practices rooted in child development, including:

- Health and Development on Track Beginning at Birth
- Supported and Supportive Families and Communities
- High Quality Birth-to-Eight Learning Environments
- Regular Attendance in Early Learning Programs and Schools
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<thead>
<tr>
<th>Campaign Communities</th>
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<tr>
<td>Gaston County Early Literacy Collaborative</td>
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<td>Growing Moore Readers</td>
<td>Early Literacy Coalition of ENC</td>
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<td>Read Charlotte</td>
<td>Richmond County Early Literacy Committee</td>
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<td>Lead: Group of funders</td>
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<td>Nash and Edgecombe Counties</td>
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<td>Lead: Down East Partnership for Children</td>
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<td>WAKE Up and Read!</td>
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<td>Lead: Wake County Public School System</td>
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Grow Moore Readers
Moore County

- 16 partners
- Local Smart Start is champion organization
- Focus: school readiness, summer learning loss, school attendance, parent awareness and community investment
- 2012 All-America City Award
- 2015 Campaign for Grade-Level Reading Pacesetter Award
Grow Moore Readers
Summer Learning Project

- Seven collaborating organizations.
- Full-day scholarships at the Boys and Girls Club for K-2 children identified as reading below grade level
- Small-group tutoring with certified teachers at the library
- Students and parents received small prizes to reinforce regular attendance and encourage readers.
- 88% of participating students maintained or increased their reading level over the summer in 2015
Our Role as the State Lead

✓ Build capacity of communities to form strong and long-lasting collaborations to achieve measurable outcomes.

✓ Create and strengthen a learning community to share best practices, data and resources.

✓ Provide strategic support and broker access to technical assistance.

✓ Develop tools for communities to adapt to promote understanding of birth-to-eight child development and the importance of grade-level reading.

✓ Promote community progress.

✓ Recruit new communities.
Opportunities for Collaboration with the NC Center for After School Programs

- Connect you with NC Campaign communities in your area
- Share resources on parent engagement including upcoming report on parent perspectives in NC
- Share summer learning toolkit in English and Spanish – project with Book Harvest in Durham
The North Carolina Early Childhood Foundation is driven by a bold vision:

Each North Carolina child has a strong foundation for lifelong health, education and well-being supported by a premier birth through age eight system.

Our Mission

Marshal North Carolina’s great people, ideas and achievements to build a foundation of opportunity and success for every child by the end of third grade.
NC Early Childhood Foundation

Lisa Finaldi
Community Engagement Leader
lfinaldi@buildthefoundation.org
919-987-1370

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ncecf@buildthefoundation.org
/north-carolina-early-childhood-foundation
@ncecf
/buildthefoundation
/buildthefoundation
The webinar will resume shortly.
THE CAMPAIGN FOR GRADE-LEVEL READING
3RD GRADE READING = SUCCESS MATTERS

book harvest
A Book-Based Strategy for Transforming Summer
It’s time for **summer**.
Where are the books?
Research shows that access to books is CRITICAL.

• “Access to books and educational material is the single biggest barrier to literacy development in the United States and beyond. If we can solve the problem of access, we will be well on the road to realizing educational parity – a goal which has eluded this country for generations.” (Neuman)

• “It seems clear that we could narrow (the achievement) gap but there appears that little attention is being paid to the only effective strategy currently available—improving the access children from low-income families have to books they can and want to read.” (Allington)

80% of preschool and after-school programs serving low-income populations have no age-appropriate books for their children.
Books in the home:

Books on Break

- Books in the home are the **biggest indicator** of a child’s academic success, as much as or even more than parents’ education, zip code, gender, or income. *(McQuillan)*

- 61% of low-income families have no books at all in their homes for their children. *(US Dept of Education)*.

- Providing self-selected books for summer reading produces as much or more reading growth as attending summer school. For the poorest children the effect of a summer book distribution is twice as large as attending summer school. *(Allington)*
Books on Break: Our Response to Summer Learning Loss

- Informed by the research of Drs. Richard Allington and Anne McGill-Franzen
- Students select books to take home to read over the summer and keep forever

15,535 Durham Public School students selected 68,287 books in 2017!
Let students choose their own books.

**WHY?**

- Increases the likelihood that they will **engage more in reading** (Worthy and McKool, 1996)
- Increases the **effort** and **commitment** to reading (Guthrie and Wigfield, 2000)
Kids like books that are part of “kid culture”
Ready to run your own summer book giving program?
Check out our Books on Break toolkit at:
http://bookharvestnc.org/programs/books-on-break/
In 2012, the Durham-based nonprofit Book Harvest launched Books on Break, an evidence-informed program designed to combat summer learning loss by equipping elementary school students with books to read over the summer and keep forever.

Book Harvest aims to support schools and districts that would like to run the program for themselves by sharing its model and materials.

The Books on Break approach is simple. Book donations are collected, sorted, and then displayed in a central place such as the school media center. Just before summer break, participating students select books to take home and keep.

The Books on Break model embodies three core values: **choice, quantity**, and **book ownership**. Students choose the books they are interested in even if the books might be below or above their reading level. Students select as many books as possible. (Book Harvest invites students to take 10 books each. Your school can set
Books on Break Parent Advisory Team

- Summer Texting Program
- Communications Toolkit
Get in touch!

Rachel Stine, Education Partnerships Manager
Book Harvest
rachel@bookharvestnc.org
(252) 497-BOOK
www.bookharvestnc.org
facebook.com/bookharvestnc
@Book_Harvest
The webinar will resume shortly.
GUEST PRESENTER

Dr. Munro Richardson

Read Charlotte
A 10-year initiative that coordinates, integrates and aligns people, resources and data to double third grade reading proficiency from 39% in 2015 to 80% by 2025.
There is a dividing line between learning to read and reading to learn

IT'S THIRD GRADE

3rd Grade Reading: The #1 predictor of school success
Reading Proficiency Gaps in Mecklenburg County

NAEP 4th Grade Reading Assessment, Charlotte-Mecklenburg Schools

READ CHARLOTTE GOAL: 80%

PERCENT READING AT OR ABOVE PROFICIENT

SCHOOL YEAR

2003 2005 2007 2009 2011 2013 2015

White Girls: 72%
White Boys: 55%
Black Girls: 33%
Hispanic Girls: 24%
Black Boys: 22%
Hispanic Boys: 18%

READ CHARLOTTE GOAL: 80%
Reading Proficiency Gaps In North Carolina

NAEP 4th Grade Reading Assessment, State of North Carolina

READ CHARLOTTE GOAL: 80%

PERCENT READING AT OR ABOVE PROFICIENT

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NAEP 4th Grade Reading Assessment, State of North Carolina
Read Charlotte’s Formula for Success

- Effective Practices and Programs
- Effective Implementation
- Supportive Systems
- 80% Third Grade Reading Proficiency

Ruthless about the means.
Relentless about the execution.
Laser-focused on the goal.
Our Focus: Keep Kids On The Pathway

**READING SUCCESS PATHWAY**

- **Birth to 5 Years**
  - Expressive Language
  - Language Comprehension
  - Approaches to Learning
  - Letter Knowledge
  - Phonemic Awareness

- **Kindergarten**
  - Letter Knowledge
  - Phonemic Awareness
  - High Frequency Words

- **1st Grade**
  - Phonemic Awareness
  - High Frequency Words
  - Phonics

- **2nd-3rd Grade**
  - Vocabulary
  - Fluency
  - Comprehension
Two Focal Points for Action: ABCs & Phonics

If most kids know their letters by first grade and master phonics by second grade, WE CHANGE LITERACY IN CHARLOTTE-MECKLENBURG.
Five Buckets of Evidence-Based Practices
Two Key Out of School Strategies to Build Foundational Reading Skills

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.)

SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING (alphabetic principle, spelling-sound correspondences)

SIGHT RECOGNITION
(of familiar words)

increasingly strategic

increasingly automatic

Active Reading
Structured Tutoring
Active Reading

• Ask Open-Ended Questions

• Build Vocabulary

• Connect to the child’s world
An end-to-end solution to recruit, train, match and coordinate literacy and math tutors and reading mentors for children in grades K-3.
The typical “evidence-based” literacy intervention helps 3 out of 100 kids.* These do better.

14 kids  46 kids  18 kids  10 kids  55 kids  22 kids  35 kids

*Many literacy interventions have not been rigorously tested or fall below this benchmark.
Sound Partners
(Grades K-3)
Intervention Level: Tier 2

A scripted phonics-based tutoring program that provides supplemental reading instruction to elementary school students grades K–3 with below average reading skills. The program is designed specifically for use by tutors with minimal training and experience.

Dosage: 30 minute sessions of one-to-one tutoring four days per week

Number of children out of 100 with improved outcomes:
• Alphabetics -- 22
• Fluency -- 19
• Comprehension -- 22
Helping Early Literacy with Practice Strategies (HELPS) (Grades 1-4)
Intervention Level: Tier 2

A scripted program that provides targeted supplemental reading instruction to elementary students grades 1-4 who are non-fluent readers. The program is designed to be a supplement to core curriculum and can easily be incorporated into a tutoring intervention.

Dosage: Two to three times a week for 10-12 minutes.

Number of children out of 100 with improved outcomes:
• Fluency: 35
• Comprehension: 37
Dr. Munro Richardson
Executive Director
readcharlotte.org

https://twitter.com/ReadCLT
https://www.facebook.com/ReadCLT
QUESTIONS
ECONOMIC DEVELOPMENT
January 2018

Thanks for attending this Webinar!

For Webinar Presentation Slides, visit our new website:
http://www.ncafterschool.org