

A photograph of two young girls sitting on a colorful patterned rug in a classroom, reading books. The girl on the left is a Black girl with braids, wearing a blue t-shirt with the text 'you're awesome'. The girl on the right is a white girl with dark hair, wearing a purple top. They are both smiling and looking at their books. In the background, there is a whiteboard, a flip chart, and another child reading. A purple box with white text is overlaid in the top left corner.

The Campaign for  
**GRADE-LEVEL  
READING**

***Hitting the Mark on Third Grade Reading***

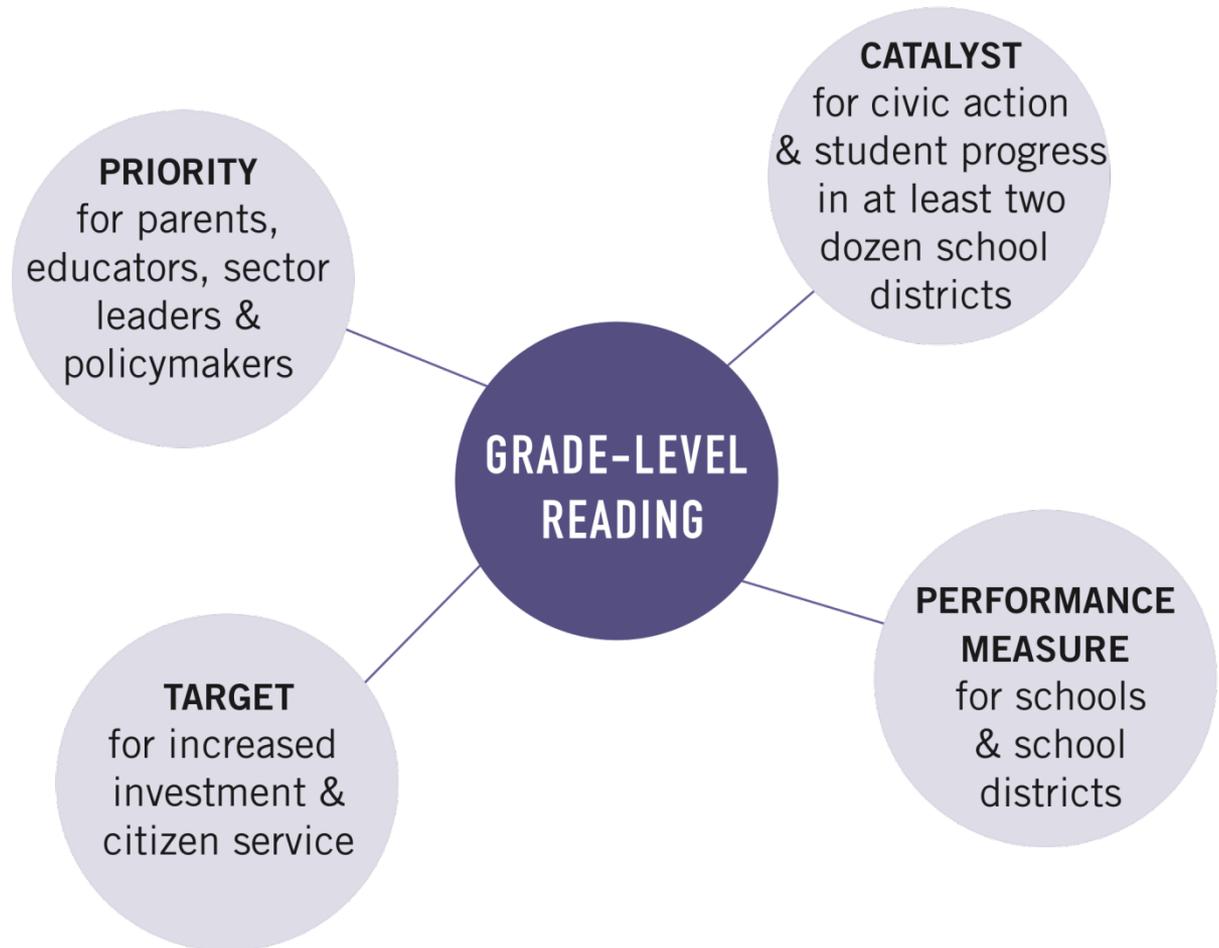
Ron Fairchild, Senior Consultant, Campaign for Grade-Level Reading

**The  
Campaign for  
Grade-Level  
Reading**

By 2020, a dozen states or more will increase by at least 100 percent the number of children from low-income families reading proficiently at the end of third grade.

# 2015 Milestones

By 2015, Grade-Level Reading has become:



# STRATEGIC FRAMEWORK

THE CAMPAIGN FOR GRADE-LEVEL READING

## QUALITY TEACHING for every child in every setting every day

Parents enabled and expected  
to succeed as partners

Successful transitions from  
the early years to early grades

Aligning STEM/literacy

Integrated classroom supports

Inclusion for sub-populations

## CIVIC ACTION to find community solutions

Readiness:  
On-track development  
Close the 30 million word gap

Attendance:  
Children present & engaged  
End chronic absence

Summer Learning:  
Children learn through the summer  
Stop the summer slide

## SEAMLESS SYSTEM of birth to third care, services & family supports

Igniting the advocacy networks,  
including KIDS COUNT

Third grade reading as an  
explicit priority of federal, state  
& local policy

Investing across the early years  
& early grades

Integrating family, health,  
child development &  
education systems

## CHANGE STRATEGIES

### Big Tent

Recruit champions & unlikely  
allies to raise public awareness  
& rally public support

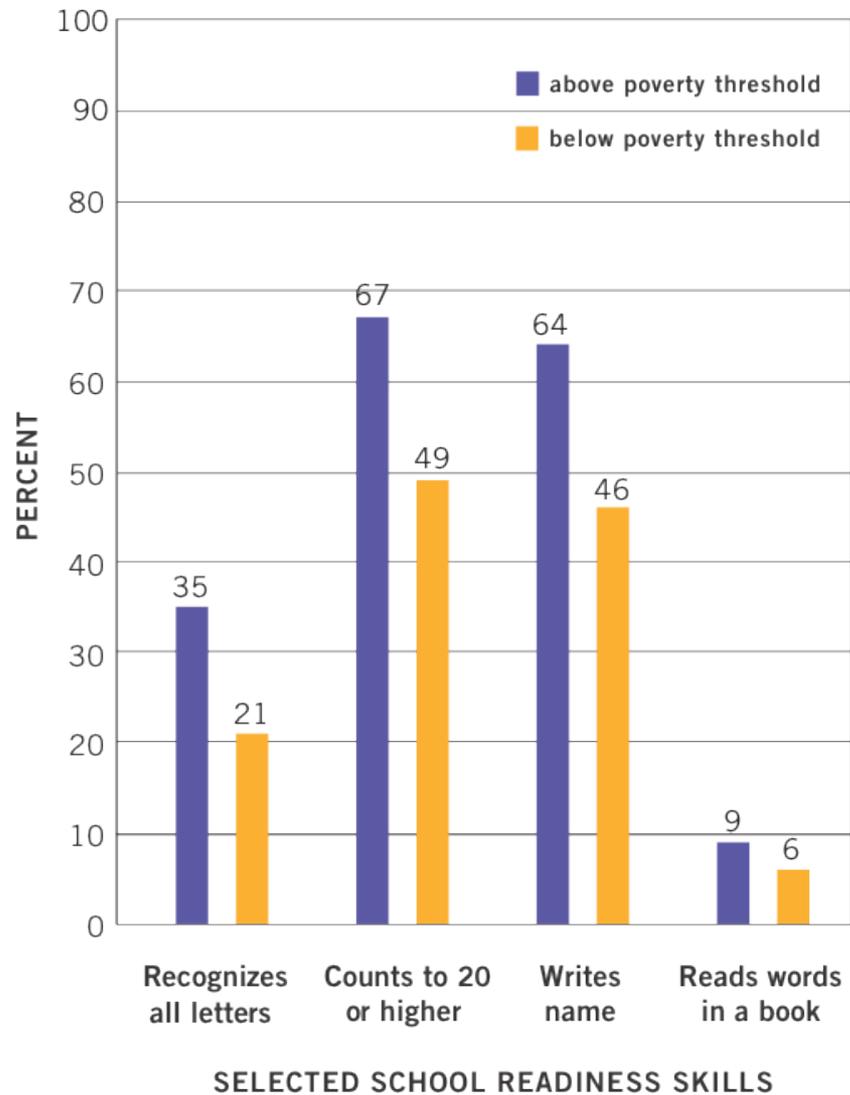
### More Effective Philanthropy

Build platform for philanthropic  
grantmaking, leadership &  
collaboration to invest in what works

### Accelerating Change

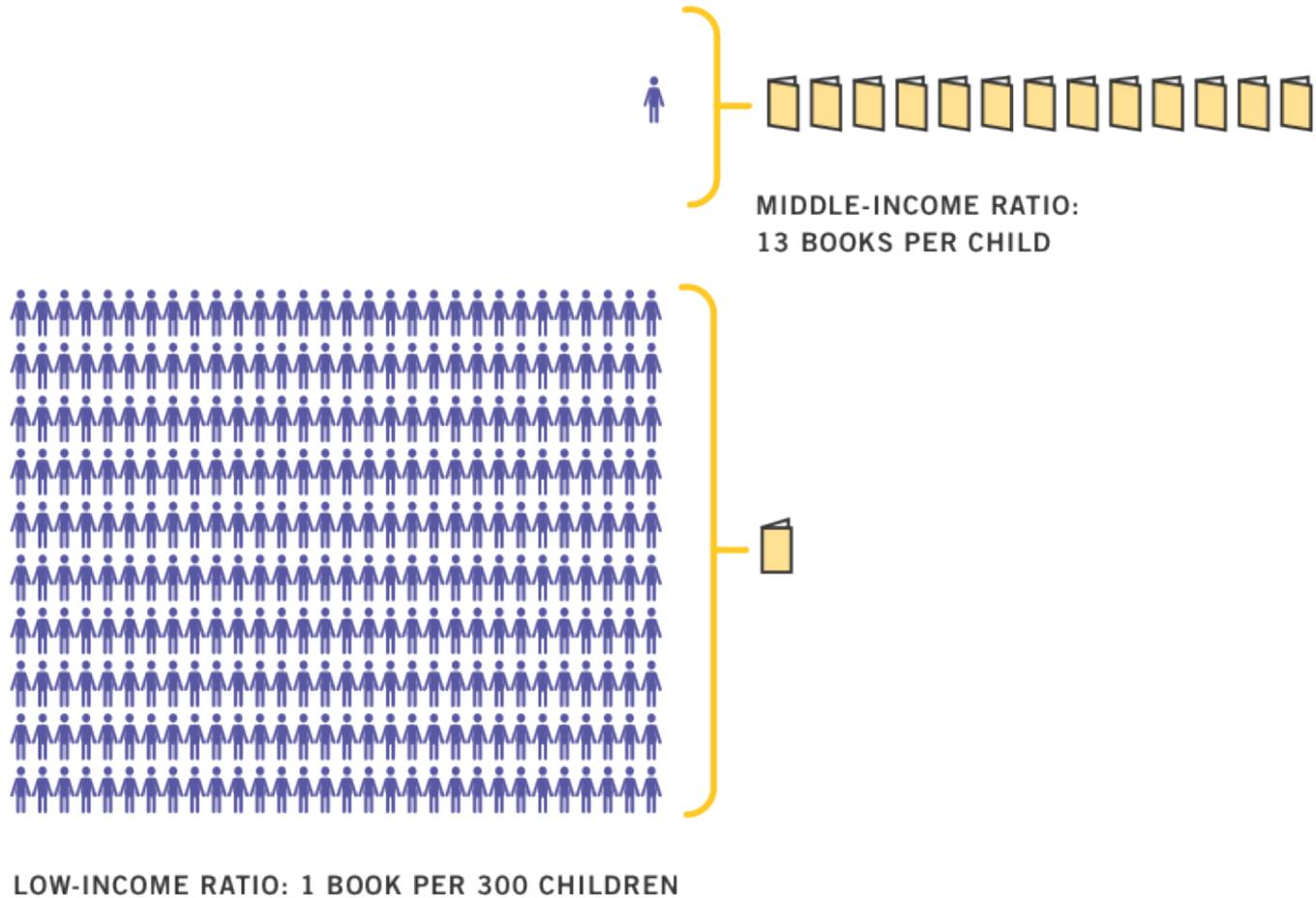
Invest to recognize, replicate & scale  
promising programs & places to establish  
models, proof points & inspiration

# Percentage of Children Ages 3–6 With Selected School Readiness Skills, by Poverty Status



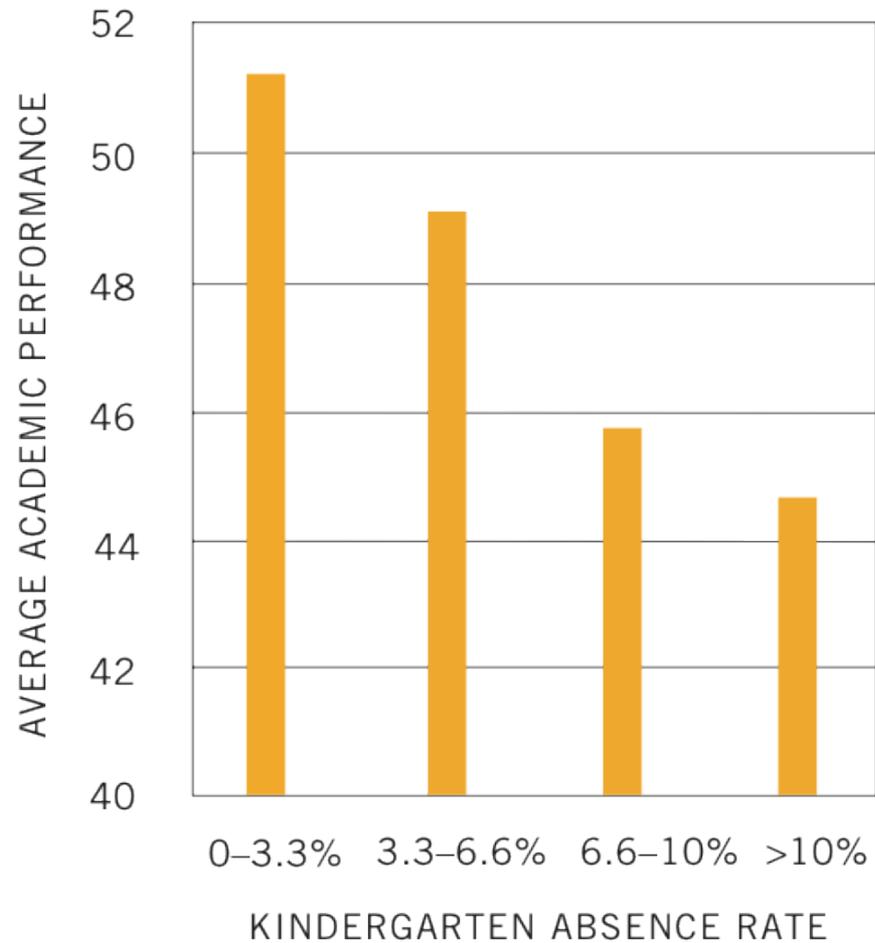
Source: O'Donnell, Kevin. Parents' Reports of the School Readiness of Young Children from the National Household Education Surveys Program of 2007, Table 2. National Center for Education Statistics. August 2008.  
[www.childtrendsdatbank.org/?q=node/29](http://www.childtrendsdatbank.org/?q=node/29)

# Ratio of Age-Appropriate Books Per Child in Middle- and Low-Income Neighborhoods



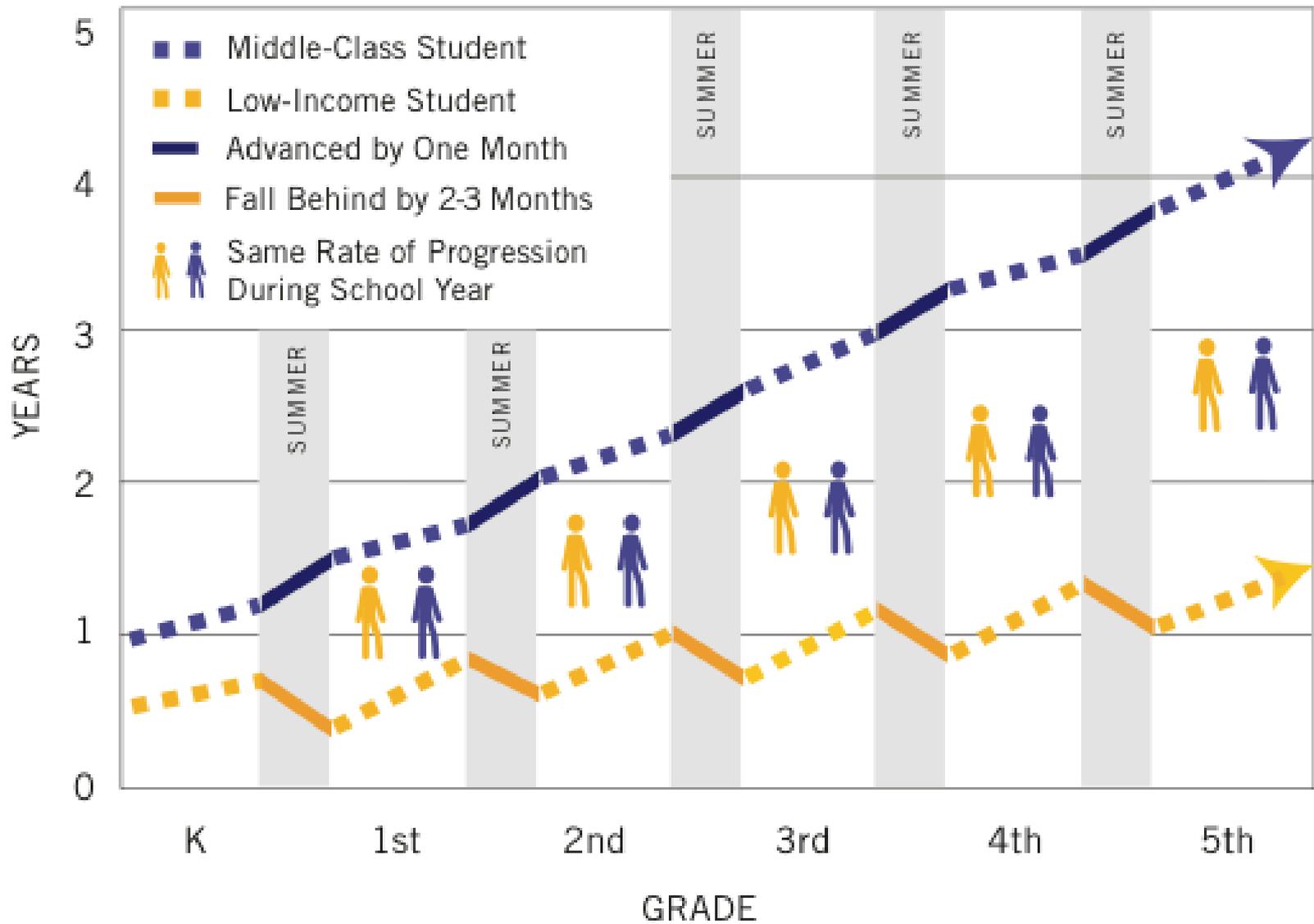
Neuman, Susan B. and David K. Dickinson, ed. Handbook of Early Literacy Research, Volume 2. New York, NY: 2006, p. 31. [www.serve.gov/toolkits/book-drive/index.asp](http://www.serve.gov/toolkits/book-drive/index.asp)

# Chronic Kindergarten Absence Lowers 5th Grade Reading Success for Low- Income Students



Source: ECLS-K data analyzed by National Center for Children in Poverty (NCCP).

# Low-Income Students Fall 2.5 to 3 Years Behind by Fifth Grade





# Grade-level reading support and legislation in 21 states and the District of Columbia

