

From: Miller, Cari
Sent time: Friday, September 23, 2011 4:48:23 PM
To: cari@excelined.org
Subject: FW: Summary of Committee Meeting

Sincerely,
Cari Miller
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From: Greenberg, Stuart
Sent: Wednesday, September 21, 2011 4:07 PM
To: Miller, Cari; Smith, Kevin; Lee, Laurie
Subject: FW: Summary of Committee Meeting

Stuart Greenberg
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From: Gumm, Ruth
Sent: Wednesday, September 21, 2011 4:05 PM
To: Greenberg, Stuart
Cc: Moeller, Katie
Subject: Summary of Committee Meeting

Hi, Stu,

Here's a summary of the committee meeting this morning. Senator Wise began the meeting by recommending that everyone read the SREB report, *A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*.
http://publications.sreb.org/2009/09E01_Critical_Mission_Reading_.pdf He mentioned that they will be putting together a package of information on reading, starting with the presentation from MetaMetrics and the Core Knowledge Foundation today. He specifically mentioned his concern for Florida's juvenile justice population. At their next meeting, he proposed that they look at the issue of zero tolerance -- kids are getting into trouble for such things as throwing an eraser (a 3rd-degree felony) and placed in the juvenile justice system.

MetaMetrics:

Malbert Smith from MetaMetrics presented a PowerPoint, *Promoting College and Career Readiness for All Students*, and mentioned the following:

- the ACT findings about differences between the demands and complexity of high school and college texts.
- discrepancies in the definition of "proficient" reading (TEKS vs college reading) by showing distribution of text readability measures from the Texas Higher Education Coordinating Board (THECEB) Study from the MetaMetrics Technical Report Update (August 29, 2008)
- Florida's use of MetaMetrics on the Web for book searches by Lexile measure, in coordination with Stu Greenberg from Just Read, Florida!
- ways to ensure that students are college and career ready:
 - mitigate summer reading loss, as recommended by JRF!, by working with parents to help them make the connection between books and reading performance on state assessments. (Many home environments are "text-free zones.")
 - build individual growth trajectories.
 - increase text complexity challenge for K-12 students.
 - increase student reading of non-fiction texts, the recommendations of Nell Duke in 2010 Phi Delta Kappan and the PIRLS 2001 International Report.
 - use instructional tools/assessments/resources that promote differentiated instruction and deliberate practice (LearningOasis) and blur assessment and instruction using computer-adaptive engines to target instructional content

Throughout the presentation, Smith singled out the reference of Lexiles in the Common Core Standards document. Near the end, Mumford asked a question: "How do you manage increasing text complexity?" Smith's response: use Lexile framework as a student-friendly tool to keep track of text complexity levels and differentiate instruction.

Core Knowledge Foundation:

Senator Wise mentioned that he had invited Robert Ondisio after seeing his presentation and talking with him in Colorado. Ondisio presented "*What is Holding Back Reading Achievement?*" Essentially, his information targeted the Content Knowledge Demands of the Common Core text complexity rubric, although he didn't refer to it. His two primary points were:

- reading is not a skill.
 - reading comprehension requires background knowledge about content.
- Ondisio said that teaching content is teaching reading and referred to the skills approach to the teaching of reading (i.e., think alouds) as “cargo cult” reading.

Although the MetaMetrics presentation took up the majority of time, the committee seemed more receptive to the Core Knowledge information. They were challenged by the concept of text complexity and its role in reading but they could relate to the need for student increases in content knowledge.

Let me know if you have any questions.

Ruth