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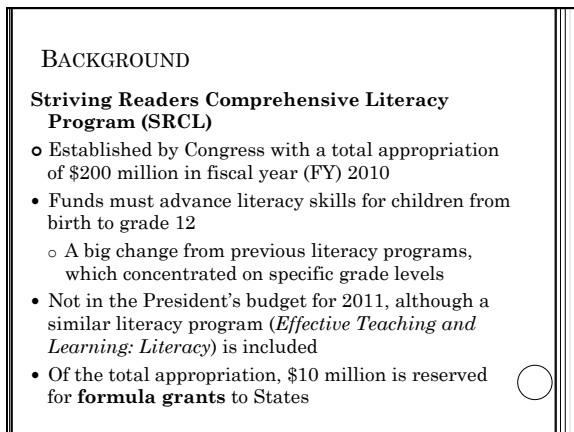
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## REQUIREMENTS: STATE LITERACY TEAMS

- Must consist of a minimum of nine members
- Must include members with expertise in:
  - Literacy development and instruction for children in all ages: birth to school entry; kindergarten through grade 5; and grades 6 through 12
  - Managing and implementing an effective literacy program at the school, district, and State levels
  - Evaluation
  - Planning for and implementing a response-to-intervention (RTI) model
  - Screening and performance measurement in the areas of phonological awareness, word recognition/phonics, vocabulary, comprehension, fluency, and writing
  - Validated interventions and instruction for struggling readers, English Language Learners, and students with disabilities
  - Teacher, coach, and principal professional development
  - Teacher preparation and State licensure/accreditation in literacy development and instruction




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## CONTENT OF BLUEPRINT

- Moves toward ensuring that all Alaskan students graduate ready for college and careers
- Focuses on: Instruction and Intervention, Comprehensive Assessment, Leadership, Family and Community Engagement, and Professional Development
- Addresses literacy development and needs of all students
- Provides concrete actions all Alaskans working together can accomplish




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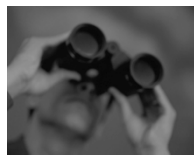
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## QUICK VIEWS

- At the beginning of each section
- Vision for each section
- Overview of each section
- Provides the critical points to each section




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## INSTRUCTION AND INTERVENTION



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## INSTRUCTION AND INTERVENTION

- Divided into content and delivery
- Key words you will hear for content:
  - Essential components of literacy (PA, Phonics, Fluency, Comprehension, Vocabulary, Writing)
  - Explicit and systematic instruction
  - Based on identified needs of students
- Key words you will see for delivery:
  - Use of time (page 16)
  - Modeling and Scaffolding
  - Differentiation and Grouping

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## CONTENT OF INSTRUCTION

- o Oral language & vocabulary
- o Print awareness
- o Phonological awareness
- o Letter knowledge & phonics

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#### CONTENT OF INSTRUCTION (CONTINUED)

- Fluency
- Comprehension
- Writing
- Disciplinary literacy



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#### DELIVERY OF INSTRUCTION

- Designated literacy instruction time
- Explicit and systematic instruction in reading and writing
- Modeling and scaffolding of instruction
- Intentional differentiation and grouping

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#### DELIVERY OF INSTRUCTION (CONTINUED)

- Student participation, motivation, and engagement
- Meaningful selection of instruction materials
- Use of technology
- Incorporation of the student's primary language other than English

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INTERVENTIONS WHEN NECESSARY

- oLanguage development
- oReading
- oWriting



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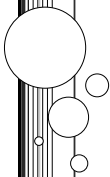
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**COMPREHENSIVE  
ASSESSMENT**



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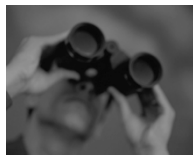
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COMPREHENSIVE ASSESSMENT SYSTEM

- oQuick View
  - Types of Assessments
  - Administration of Assessments
  - Using to Indentify Individual Students Needs
  - Use of Assessment Results



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#### MEETING INDIVIDUAL STUDENT NEEDS

- o Use assessments to identify individual student learning needs
- o Choose and administer appropriate assessments
- o Manage assessment data
- o Share assessment results

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#### CLOSER EXAMINATION OF ASSESSMENT SYSTEM

- o Read the Assessment Section of the Plan
- o Complete T-chart with table colleagues
  - What I notice across grade spans
  - What questions I have
- o Share out with whole group




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#### FOUR CORNERS ACTIVITY

- o Universal Screening, Diagnostic, Progress Monitoring, Informal Assessments
- o Comprehensive Assessment System reflection activity
  - Front of index card
  - Prioritize: most fully implemented to least fully implemented




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### CLOSING INDEX CARD ACTIVITY

- Write down the area that you need to focus on for your next steps in strengthening your assessment system
- What support you need to be able to do that
- Share the information with your colleagues




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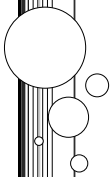
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### LEADERSHIP




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### INFORMED AND COLLABORATIVE LEADERSHIP

- Build capacity for effective change
- Allocate human and other resources
- Ensure alignment and coherence of efforts
- Support efforts to build organizational culture around literacy

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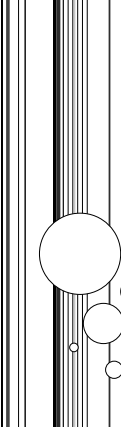
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**FAMILY AND COMMUNITY  
ENGAGEMENT**

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**FAMILY AND COMMUNITY ROLES**

- Create and support literate environments in homes and the community through outreach
- Support primary language and home culture
- Collaborate with postsecondary institutions
- Create community partnerships to support literacy

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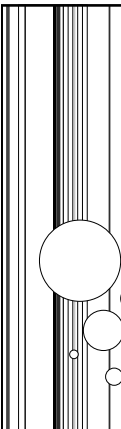
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**PROFESSIONAL  
DEVELOPMENT**

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#### KEYS TO SUCCESSFUL IMPLEMENTATION

- o Create multiple delivery methods to meet various needs
- o Allocate resources for success
- o Align content of professional development
- o Focus on comprehensive assessment system

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#### CLOSING COMMENTS



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