Alaska State Literacy Blueprint

Birth to Graduation

Alaska Department Of Education and Early Development

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Executive Summary

We often hear it said that we live in the "information age," with unprecedented levels of access to all kinds of information in many different formats. An important task of schools in the 21st century is to prepare children—all children, regardless of their background—to live, work, participate in society and pursue personal fulfillment in the midst of this busy world of ever-present information. The Alaska Birth to Graduation State Literacy Blueprint was designed to ensure that all children learn how to read and write at a high level; to access, synthesize and evaluate information; and to communicate effectively. Additionally, the blueprint will also ensure that all students can meet the rigorous curriculum requirements of the Alaska Performance Scholarship.

This blueprint focuses on the development of children's literacy from birth to graduation. During the development of the blueprint, the state literacy team working on it often noted that literacy is only one of many things that are important for the growth of a healthy child. The focus on literacy in no way minimizes children's other needs, such as for stable caring relationships, for safe physical environments, for adequate nutrition, and for appropriate medical care. This is one crucial piece of a larger picture.

Creating a blueprint that addresses both the early years, from birth to school entry, as well as the years in K-12 schools, presented an array of challenges to the state literacy team. It is one thing to create a blueprint to guide the work of public school teachers and administrators, but something else to also address the goals and needs of the many people who care for Alaska's infants, toddlers and preschoolers. The team has attempted to do both. It provides guidance to policymakers, district, school and community leaders, as well as educators and families about what is needed in five broad areas: instruction and intervention, a comprehensive assessment system, family and community connections, leadership, and professional development.

Instruction and Intervention: In recent years, the base of research on effective literacy instruction has grown substantially. This blueprint moves away from philosophical debate to focus on approaches that have been shown in research studies to support children's literacy development. This includes specific content—oral language and vocabulary development, phonological awareness, phonics, fluency, reading comprehension, and writing. It also includes effective pedagogy – that is, ensuring that children receive explicit and systematic instruction in reading and writing skills. For students who struggle with the development of these skills, it also means the provision of interventions that directly address their specific needs. Instruction is designed to be engaging and to respect the students' cultures and interests. For older children moving into adolescence, effective literacy instruction means moving beyond "how to read" to helping students learn the different ways that reading and writing looks in their different subject areas—from lab reports in biology to expository essays in history.

Comprehensive Assessment System: Assessments of literacy are crucial, not in order to "give students a grade," but instead to provide accurate, timely information to teachers, schools, districts, and programs about what children have learned and where they still need support to develop their literacy. A comprehensive assessment system *screens* children to efficiently find out who might be struggling, *diagnoses* the source of those struggles, *monitors* the progress of children as they develop reading and writing skills, and *evaluates* the effectiveness of literacy programs. It is important for educators, parents, and community members to have a clear sense of the purpose of different assessments and to have access to the information they need to properly support children's literacy. This blueprint lays out the type of assessments that are needed and provides guidelines for their administration, as well as for the thoughtful use of assessment results.

Leadership: The implementation of a high-quality literacy initiative requires high-quality leadership at multiple levels. At the state level, the State Board of Education & Early Development approves the teacher preparation and certification programs that produce the professionals who will educate Alaska's children. The Alaska Department of Education and Early Development works collaboratively with statewide agencies and consortia to ensure the effective implementation of the Alaska Birth to Graduation State Blueprint and literacy initiatives in schools and districts. At the state, district, and school level leaders do four important functions: they define and focus on the priorities that shape the organizational culture, they ensure that adequate resources are available, they ensure that the different parts of the system are coherent and aligned with one another, and they build the capacity of individuals in their organization to do their jobs effectively.

Family and Community Engagement: Schools do not educate children in a vacuum; on the contrary, children are always learning from their home and community environments as well. The best academic outcomes arise when children's families and educators interact and communicate regularly about children's literacy development. Therefore, the blueprint includes components of outreach to families, the creation of literate environments, the support of primary language and home culture, and connections to community, university, and business partners.

Professional Development: To continue to grow in their professional roles, educators need access to high-quality, on-going professional development that is directly relevant to the work they do with children. Professional development should occur at all levels of the educational system. Families are a child's first teacher, and opportunities for learning about early literacy development should include families, childcare providers, and community members as well as professional educators. The delivery of professional development should promote collaborative work and create professional conversations about children's literacy. The content of professional development needs to be research-based and focused on the literacy needs of children, as well as on the effective use of assessment data to understand those needs.

Instruction and Intervention

Vision: *Beginning in infancy, children have many opportunities to interact with adults and other children in ways that build their oral language skills. Children also have many opportunities to playfully explore and learn from their surroundings. As they get older, they are exposed to written language in many forms, and adults in many settings provide children with opportunities to play with oral and written language. In the blueprint, adults are identified as parents, caregivers, extended family, teachers, or anyone acting as a teacher. As children move into school, they receive explicit and systematic instruction in reading, writing, listening, and speaking skills. If children struggle with the development of skills, they receive interventions that directly address their needs. Instruction is designed to be engaging and to respect the students' cultures and interests. To that end, adults provide culturally relevant opportunities for children to write, discuss, and speak for a variety of purposes in the learning environment.*

Quick View of Instruction and Intervention:

Adults (identified as parents, caregivers, extended family, teachers, or anyone acting as a teacher) provide instruction and opportunities for learning for young people as is age and skill appropriate.

The content of this instruction addresses the following areas:

- Oral language & vocabulary
- Print awareness
- Phonological awareness
- Letter knowledge & phonics
- Fluency
- Comprehension
- Writing
- Disciplinary literacy

Within the blueprint, the delivery of instruction takes the following forms and characterizations:

- Designated literacy instruction time
- Explicit and systematic instruction in reading and writing
- Modeling and scaffolding of instruction
- Intentional differentiation and grouping
- Student participation, motivation, and engagement
- Meaningful selection of instruction materials
- Use of technology
- Incorporation of the student's primary language other than English

The blueprint provides for interventions, as necessary, in the following areas:

- Language development
- Reading
- Writing

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		

Oral Language & Vocabulary
• Adults share words, songs, and oral and written stories, with an emphasis on stories of a child's family, community, and culture(s).
• Adults read and re-read books aloud which cover a broad range of interests, content, and information. Adults engage children in discussions and activities related to what has been read as well as provide direct explanations of specific word meanings from the books to enhance vocabulary.
• Adults find or create language and literacy activities that reflect the child's interest, culture and home language, and present them so the child is able to playfully explore and investigate the area of interest.
• Adults enhance oral language and vocabulary by introducing new words in context of daily activities and by narrating what the child is doing (parallel talk) along with what the adult is doing (self-talk).
• Adults build oral vocabulary by verbally labeling items (ages 0-3).
• Adults build vocabulary by providing verbal and written labeling of surroundings (ages 3-5).
• Adults deepen children's oral conversational skills through longer, more complex oral and written stories and by having many opportunities for child-initiated conversations.
• Adults provide numerous opportunities for children to ask and answer questions
	Oral Language & Vocabulary
	• Teachers provide all students explicit instruction in oral language.
	  ○ Teachers respectfully distinguish differences between conversational language use and standard academic English and provide guidance in the appropriate use of each.
	  ○ Teachers provide students instruction in the meaning of unknown and multiple-meaning words and phrases, understanding of figurative language, word relationships, and nuances in word meanings.
	• Teachers provide vocabulary instruction with a focus on academic language.
	  ○ Teachers provide instruction in specific words and concepts to help students develop depth of word knowledge.
	  ○ Teachers provide instruction in independent word-learning strategies (e.g. morphemic analysis, external context clues) to help students determine the meaning of unfamiliar words encountered when reading.
	  ○ Teachers provide opportunities for extended conversation, both during reading instruction and during the rest of the school day.
	• Teachers provide instruction in the conventions of standard English grammar and usage for speaking.
	• Based on identified needs of learners,
		Oral Language & Vocabulary
		• Teachers provide all students explicit instruction in using oral language, including forms such as debates, speeches, and story-telling, as well as disciplinary-specific ways of talking about ideas and issues.
		• Teachers respectfully distinguish differences between conversational language use and standard academic English and provide guidance in the appropriate use of each.
		• Teachers of all subjects consistently provide explicit vocabulary instruction:
		  ○ Teachers dedicate a portion of regular classroom lessons to explicit vocabulary instruction.
		  ○ Teachers provide repeated exposure to new words in multiple contexts, and allow sufficient practice sessions in vocabulary instruction.
		  ○ Teachers give sufficient opportunities to use new vocabulary in a variety of contexts through activities such as discussion, writing, and extended reading.
		  ○ Teachers provide students with strategies to make them independent vocabulary learners, such as building knowledge of root words and suffixes and teaching students to use glossaries.
		• For ELLs, teachers provide additional oral language practice, focusing on academic

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		
about the world around them. • Adults promote an environment that engages children in reciprocal conversations and cooperative play with peers, singing, telling and following directions, describing, playing with sounds and words, creating imaginative stories, drawing or writing their own stories. • Adults model and encourage the use of words that represent abstract ideas such as love and respect. • Adults engage children throughout the day in a variety of playful, interactive activities using materials and practices that are research-based and that are aligned with the Alaska State Early Learning Guidelines.	teachers provide ELL students with additional oral language practice, focusing on academic language rather than basic communication skills. Beyond the vocabulary instruction in the regular classroom, teachers teach ELLs about words with multiple meanings, use visuals and graphic organizers to help convey meaning, provide additional review of vocabulary, and work with shared cognates, when appropriate. • Based on the identified needs of learners, teachers provide ELL students with structured opportunities to use language in ways that promote accurate grammar and syntax in meaningful contexts.	language rather than basic communication skills. Beyond the vocabulary instruction in the regular classroom, teachers teach ELLs about words with multiple meanings, use visuals and graphic organizers to help convey meaning, provide additional review of vocabulary, and work with shared cognates, when appropriate. • For ELLs, teachers provide students with structured opportunities to use language in ways that promote accurate grammar and syntax in meaningful contexts.
Print Awareness • Adults expose children to print in the environment. • Adults model the conventions of print in their everyday activities. • Adults read books to children to enhance these skills: front/back of book, turning pages, and tracking left to right. • Adults provide opportunities for children to practice "pretend" reading, to read environmental print, to recognize their first name in print, and to read familiar sight words. • Adults engage children throughout the day in a variety of playful, interactive activities using materials and practices that are research-based and that are aligned with	**Print Awareness** • Teachers work to help students develop an understanding of the conventions, purpose and functions of print. ○ Basic print awareness skills to be mastered in the beginning stages of reading (Kindergarten and early Grade 1). • Based on identified need, teachers provide explicit and systematic instruction in print concepts to ELL students whose first language is non-alphabetic and/or uses different writing systems or different directional conventions.	**Print Awareness** • Basic print awareness is typically developed in the primary grades, but in the rare instances when that has not occurred, is addressed through targeted intervention. • For new immigrant ELLs who do not have print awareness in their primary language, teachers with a background in English language development provide engaging age-appropriate and intensive instruction designed to accelerate the development of basic literacy skills.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		
the Alaska State Early Learning Guidelines.		

Phonological Awareness
• Adults actively support and value children's home language by encouraging children to use it at home and in other early learning settings.
• Adults provide opportunities to hear spoken words, songs, words from books and to vocally play with the sounds heard around the child.
• Adults include activities, books and materials that promote the child's ability to do the following:
  ○ Identify and produce rhyming words.
  ○ Orally segment words, syllables and sounds.
  ○ Say beginning sounds.
  ○ Orally blend beginning and later sounds in a word.
  ○ Orally match letters and sounds.
• Adults engage children throughout the day in a variety of playful, interactive activities using materials and practices that are research-based and that are aligned with the Alaska State Early Learning Guidelines.
	Phonological Awareness
	• Teachers works with students to develop a conscious understanding that oral language is composed of individual sounds (i.e., phonemic awareness) to better understand letter-sound relationships, blend sounds into words, and segment words to spell.
	  ○ Phonemic awareness skills to be mastered in the beginning stages of reading (kindergarten and early first grade).
	• Based on identified needs of learners, teachers provide ELLs with targeted support to learn English sounds that do not exist in students' primary language.
		Phonological Awareness
		• Phonological awareness is typically mastered in the primary grades, but in the rare instances when that has not occurred, it is addressed through targeted interventions.
		• For newcomer ELLs, teachers realize that most phonological awareness skills transfer across languages and provide ELLs with extra support to learn English sounds that do not exist in students' primary language.

Letter Knowledge & Phonics • Adults provide opportunities for children to observe print, including a variety of alphabet books and games and culturally interesting and appropriate materials. • Adults expose children to visual and kinesthetic activities to discriminate shapes, symbols, directionality, lines, and curves.	**Letter Knowledge & Phonics** • Based on the identified needs of the learner, teachers provide students daily explicit and systematic instruction in word recognition that includes letter knowledge, letter-sound correspondence, sound-spelling patters (e.g. digraphs, r-controlled vowels, etc.), blending, syllabication patterns, and morphology (e.g. roots and	**Letter Knowledge & Phonics** • Letter knowledge and phonics are typically mastered before entry to 6th grade, although students with specific difficulties in this area may need targeted intervention. • For new immigrant ELLs whose primary language is non-alphabetic, teachers provide engaging age-appropriate

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		
• Adults sing or speak the alphabet with children, sometimes pointing to the letters while naming them. • Adults provide a variety of formal and informal activities to help children learn letters names and sounds. • Adults engage children in activities to develop skills naming letters and their sounds, rapidly name sequences of random letters and begin applying letter-sound knowledge in the context of reading and writing. • Adults engage children throughout the day in a variety of playful, interactive activities using materials and practices that are research-based and that are aligned with the Alaska State Early Learning Guidelines.	affixes) to read accurately unfamiliar words in context and out of context. • For newcomer ELLs who are literate in their primary language, teachers build upon those primary language skills and help students transfer what they know across languages, rather than starting them at the rudimentary level of non-literate English speakers.	instruction in the correspondence of sounds and symbols. • For new immigrant ELLs who are literate in their primary language, teachers build upon those primary language skills and help students transfer what they know across languages, rather than starting them at the rudimentary level of non-literate English speakers.
Fluency • Adults model oral reading in a fluent manner while reading aloud to children. • Adults provide opportunities to hear spoken and written phrases, songs, and words from books and to vocally play with the sounds heard around the child. • Adults model fluent speaking and encourage the child to speak in longer, more fluent sentences as they develop their language.	**Fluency** • Teachers model oral reading in a fluent manner while reading aloud to children. • Teachers build student reading fluency (i.e. reading with sufficient accuracy, rate and expression to support comprehension) by providing extensive reading opportunities with manageable texts, and with activities such as auditory modeling, Readers Theatre, and repeated readings.	**Fluency** • English language arts teachers provide opportunities for students to enhance their fluency by reading aloud, participating in Readers Theatre, or through repeated readings.
Comprehension • Adults intentionally use and teach numerous words that are meaningful to the child to increase the processing skills necessary for oral comprehension. • Adults read books and other written materials relevant to the child's	**Comprehension** • Teachers provide all students explicit and systematic instruction and opportunities to practice the use of comprehension strategies with narrative text by creating opportunities for the following activities: ○ Retelling stories.	**Comprehension** • Teachers of all subjects explicitly teach content-specific text (e.g. mathematics symbols, chemistry periodic table, etc.). • Teachers of all subjects consistently provide direct and explicit instruction in comprehension strategies such as

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		
experiences and engage in discussions before, during, and after reading. • Adults share words, songs, and oral and written stories, with an emphasis on stories of the child's family, community, and culture(s). • Adults provide opportunities for a child to retell, predict, and relate stories to their own experiences.	○ Identifying main idea and supporting details. ○ Using information gained from illustrations and print or digital text to understand characters, setting, or plot. ○ Comparing and contrasting characters, settings, or events in a story. ○ Visualizing characters, events or settings in a story. ○ Asking and answering critical questions while reading. ○ Inferring characters' motivations from their actions. • Teachers facilitate structured, purposeful high-quality discussion of the meaning of text. • Teachers provide all students explicit and systematic instruction and opportunities to practice the use of comprehension strategies with informational text by ○ Using table of contents, glossaries, and other text features. ○ Identifying the main idea and supporting ideas. ○ Using knowledge of key academic vocabulary to clarify tasks (words such as analyze, interpret, classify, compare, synthesize, persuade, solve). ○ Working with multiple texts and evaluating the relevance and credibility of sources. ○ Interpreting information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams,	summarizing main and supporting ideas, asking questions about the reading, paraphrasing, drawing inferences, asking different types of questions, and using graphic organizers. • Teachers provide students opportunities to do the following: ○ Use comprehension skills. ○ Understand the purpose of text. ○ Recognize text structures and features. ○ Ask and answer critical questions while reading. ○ Monitor their own understanding by engaging in meaningful text-based discussions.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		
	time lines, animations, or interactive elements on Web pages). ○ Asking and answering critical questions while reading. ○ Monitoring their own comprehension as they read and adjusting their use of comprehension strategies as needed. • Teachers provide all students with opportunities to develop listening comprehension skills. • Educators establish a plan to support students in reading a wide range of materials in and outside the school day.	
Writing • Adults provide and monitor children's use of a variety writing tools to ensure they are developmentally appropriate. • Adults engage children in daily shared, interactive and independent writing activities including scribbling, representational drawing, and symbolic writing, specifically teaching the grapheme to phoneme connection as appropriate. • Adults build connections between written and spoken words and symbols by providing numerous examples of writing, including written labels (ages 3-5). • Adults engage children in activities to enhance writing letters and first name, and writing independently. • Adults engage children throughout the day in a variety of playful, interactive activities using materials and practices that are research-based and that are aligned with	**Writing** • Teachers provide explicit instruction in the conventions of standard English language grammar and usage, as well as appropriate capitalization, punctuation and spelling for writing in different contexts. • Teachers provide systematic and explicit instruction in writing strategies and the writing process, including prewriting, planning, drafting, editing/revising, and publishing. • Teachers provide explicit guidance in the structures and expectations for writing in different genres and subject areas. • Teachers provide explicit instruction in evaluating print and digital sources of information and synthesizing learning from multiple sources into a single piece of writing. • Teachers provide explicit instruction in summarizing text in written form and in	**Writing** • Teachers provide explicit instruction in the conventions of standard English language grammar and usage, as well as appropriate capitalization, punctuation and spelling for writing in different contexts. • Teachers provide systematic and explicit instruction in writing strategies and the writing process, including prewriting, planning, drafting, editing/revising, and publishing. • Teachers provide explicit guidance in the structures and expectations for writing in different genres and subject areas. • Teachers provide explicit instruction in evaluating print and digital sources of information and synthesizing learning from multiple sources into a single piece of writing. • Teachers provide explicit instruction in summarizing text in written form and in

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		

the Alaska State Early Learning Guidelines.	synthesizing of learning from multiple texts into a single piece of writing.
	• Teachers provide collaborative writing opportunities in which students work together to plan, draft, revise, and edit their compositions.
	• Teachers assign students specific reachable product goals for the writing they are to complete.
	• Teachers explicitly teach the use of word processing and publishing applications.
	• Teachers use computers and word processors as instructional tools to allow students to produce legible text; add, delete, and move text; format documents; and check spelling.
	• Based on the identified needs of the learners, teachers may provide ELLs additional support for basic grammatical structures, such as passive voice, the use of different verb tenses and conditional clauses.
		synthesizing of learning from multiple texts into a single piece of writing.
		• Teachers provide collaborative writing opportunities in which students work together to plan, draft, revise, and edit their compositions.
		• Teachers assign students specific reachable product goals for the writing they are to complete.
		• Teachers explicitly teach the use of word processing and publishing applications.
		• Teachers use computers and word processors as instructional tools to allow students to produce legible text; add, delete, and move text; format documents; and check spelling.
		• For ELLs, teachers include the instruction targeted to all students, and in addition do the following:
		  ○ Provide clear and consistent feedback on preliminary drafts.
		  ○ Focus on only a few errors or types of errors at a time.
		  ○ Allow students time to revise.
		• For ELLs, teachers may provide additional support for basic grammatical structures such as passive voice, the use of different verb tenses and conditional clauses, as well as increasingly sophisticated tasks such as how to structure arguments in term papers, how to use quotations, how to switch verb tenses effectively and how to condense arguments.

Disciplinary Literacy • Adults read aloud with children, pointing out various text structures, using fiction	**Disciplinary Literacy** • Teachers provide instruction in the unique reading and writing skills required for	**Disciplinary Literacy** • Content area teachers provide instruction in the unique reading and writing skills

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Content of Instruction		
and non-fiction books and other written materials on a wide variety of topics. • Adults engage in meaningful interactions that teach the concepts and vocabulary of the following: shapes, patterns, color, size, categories, quantity, space, direction, and function.	literacy in different content areas. ○ Establish meaningful and engaging content learning goals around the essential ideas of a discipline. ○ Teach discipline-specific text structures and the specialized skills needed to read material in different disciplines. ○ Teach students to integrate information from several sources (e.g., print, digital) on the same topic in order to write or speak about the subject knowledgeably. • Based on identified needs of the ELLs, teachers clarify vocabulary that has a different meaning in a specific discipline than in conversational language.	required for literacy in different content areas. ○ Establish meaningful and engaging content learning goals around the essential ideas of a discipline. ○ Teach discipline-specific text structures and the specialized skills needed to read material in different disciplines. ○ Clarify what conventions are used to write objectively or scientifically in a specific discipline and how to acknowledge alternative perspectives. • For ELLs, content area teachers clarify vocabulary that has a different meaning in a specific discipline than in conversational language. • For ELLs, rather than simplifying concepts, build the academic language that allows students to access complex ideas.

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Delivery of Instruction		
Designated Literacy Instruction Time • Adults assist children throughout the day to develop early literacy skills through intentional, developmentally appropriate interactions that draw attention to literacy and the purposes it serves. • Adults provide one on one or small group instruction to children who need extra time or attention to practice or understand a new concept.	**Designated Literacy Instruction Time** • In grades K-3, teachers provide a minimum of 90 minutes of explicit reading instruction daily and include additional reading, writing, and oral language instruction within all content areas. • In grades 4-5, teachers provide a minimum of 60 minutes of explicit reading instruction daily and include additional reading, writing, and oral language instruction within all content areas. • Based on identified need, educators provide a minimum of 30 minutes of targeted intervention 3-5 times per week in addition to core literacy instruction. • Schools designate and protect time in the master schedule to provide intensive reading interventions to students who need them, generally an additional 60 minutes per day of supplementary instruction. Alternatively, schools may provide 90 minutes of explicit instruction using a program that supplants the core grade-level reading program.	**Designated Literacy Instruction Time** • Teachers across the content areas allocate time to teach the reading and writing of texts and materials specific to the discipline. • Teachers maximize time for high-utility literacy instruction. • Schools designate and protect time in the master schedule to provide literacy interventions to students who need them. • Teachers of all subjects create time and opportunities for deep and extended discussion of texts, their meaning and interpretation including providing a task or discussion format that students can follow when they discuss text in small groups.
Modeling and Scaffolding Instruction • Adults intentionally model early literacy skills through interactions that draw attention to literacy and the purposes it serves, including oral language and vocabulary development, phonological awareness, print awareness, phonics, comprehension, and writing.	**Modeling and Scaffolding Instruction** • Teachers of all content areas first explicitly model (e.g. through think-alouds) and explain reading and writing strategies then provide guided assistance as students practice applying strategies. • Teachers employ scaffolding to meet the needs of diverse learners.	**Modeling and Scaffolding Instruction** • Teachers of all content areas first explicitly model (e.g. through think-alouds) and explain reading and writing strategies then provide guided assistance as students practice applying strategies. • Teachers employ scaffolding to meet the needs of diverse learners.

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Delivery of Instruction		

• Adults provide children with developmentally appropriate literacy experiences that support and build on past experiences in order to facilitate new learning in any of the five areas of reading.
  ○ Comprehension.
  ○ Phonological Awareness.
  ○ Phonics.
  ○ Oral Language and Vocabulary.
  ○ Fluency.
• Adults explicitly model and explain developmentally appropriate targeted literacy skills to a child, then provide guided practice and assistance, and ultimately opportunities for independent practice in any of the five areas of reading.
	• For ELLs, teachers provide more scaffolding than for native speakers to support the use of new vocabulary and language structures if needed.	• For ELLs, teachers provide more scaffolding than for native speakers to support the use of new vocabulary and language structures if needed.

Differentiation and Grouping • Adults recognize the ranges of development and appropriate interactions for each stage of literacy development and plan an array of activities based on the ranges. • Adults provide a variety of literacy opportunities for individual children including one on one, small group, and large group settings to optimize learning.	**Differentiation and Grouping** • Teachers differentiate instruction providing whole group as well as instruction within flexible small groups. • Teachers provide intervention in groups of five or fewer for students with more intense reading needs. • For ELLs, teachers ensure students have many opportunities for structured interactions (peer-assisted learning, instructional conversations, and inquiry-based methods).	**Differentiation and Grouping** • Teachers of all subjects differentiate instruction providing whole group as well as instruction within flexible small groups. • Schools ensure that class or group sizes are appropriate for the selected interventions. • For ELLs, teachers ensure students have many opportunities for structured interactions (peer-assisted learning, instructional conversations, and inquiry-based methods). • Schools that serve adolescent new immigrant ELLs provide programs that are designed to meet the specific needs of newcomers, helping students acquire beginning English skills, providing instruction in core academic content areas and orienting students to the U.S. school system.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Delivery of Instruction		
Participation, Motivation and Engagement • Adults deliberately structure the literacy environment and activities to offer a wide range of developmentally appropriate activities that provide children with choices and hands-on activities. • Adults provide developmentally appropriate literacy activities with a multitude of opportunities for participation throughout the child's day in order for the child to view him or herself as a successful emergent reader. • For ELLs, adults ensure that even beginning English speakers have safe, structured opportunities to participate in and contribute to the class.	**Participation, Motivation and Engagement** • Teachers structure classroom discussions and dialogues to ensure the participation of all students • Teachers establish an engaging and motivating context in which to teach literacy by helping students learn the purpose and benefits of reading and writing. • Teachers create opportunities for students to see themselves as successful readers and writers, giving students reading and writing choices, and providing students the opportunity to collaborate with their peers. • Teachers provide students access to a wide variety of relevant and motivating reading materials on a broad range of topics that fit the diverse reading needs and interests of learners. • For ELLs, teachers ensure that even beginning English speakers have safe, structured opportunities to participate in and contribute to the class. • Teachers use strong classroom management techniques to maximize opportunities for learning.	**Participation, Motivation and Engagement** • Teachers of all subjects establish meaningful and engaging content-area learning goals around the essential ideas of a discipline. • Teachers structure the classroom environment to promote higher reading engagement using strategies such as goal setting, self-directed learning, opportunities for student choice of material and collaborative learning. • Teachers provide a positive learning environment that promotes student autonomy in learning. • Teachers make literacy experiences relevant to student interests, cultures, everyday life and/or important current events. • Teachers use strong classroom management techniques to maximize opportunities for learning. • For ELLs, teachers ensure that even beginning English speakers have safe, structured opportunities to participate in and contribute to the class.
Instructional Materials • The Alaska State Early Learning Guidelines are the main guide, along with program-specific guidelines for Head Start, Infant Learning Program etc., used to guide instructional decisions. • Adults provide a wide-range of materials inclusive of children's interests and connecting to real-life experiences.	**Instructional Materials** • Districts adopt and teachers use instructional materials and approaches that are research-based and aligned with Alaska Standards and Grade Level Expectations and include materials relevant to various Alaska Native cultures. • Teachers make content area texts accessible to students so they can accurately read and comprehend information.	**Instructional Materials** • Districts adopt and teachers use instructional materials and approaches that are research-based and aligned with Alaska Standards and Grade Level Expectations and include materials relevant to various Alaska Native cultures. • Teachers make content area texts accessible to students so they can accurately read and comprehend information.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Delivery of Instruction		
	• Teachers purposefully select texts to support students' understanding of what they read. • Teachers provide a wide range of materials that address a variety of genres of fiction and nonfiction, demonstrate a value of all cultures, and cover a wide range of interests and reading levels. • Teachers routinely provide ELLs, multiple representations of objects and concepts (such as real life objects, models, photos, graphic organizers, and manipulatives) to enhance language-based instruction.	• Teachers purposefully select texts to support students' understanding of what they read. • Teachers provide a wide range of materials that address a variety of genres of fiction and nonfiction, demonstrate a value of all cultures, and cover a wide range of interest and reading levels. • For ELLs, teachers routinely provide multiple representations of objects and concepts (such as real life objects, models, photos, graphic organizers, and manipulatives) to enhance language-based instruction.

Use of Technology
• Adults introduce and expose children to the many uses of technology in a developmentally appropriate manner.
• Adults are purposeful with the use of technology, using it for an appropriate amount of time, as an interactive tool between the adult and children and peers, to promote literacy.
	Use of Technology
	• Teachers approach technology as an instructional tool and an instructional topic.
	  ○ As a tool, teachers use literacy software to reinforce instruction and provide opportunities for guided practice in reading and writing skills.
	  ○ As an instructional topic, teachers integrate new technologies (e.g. search engines, Web pages, e-mail, instant messaging, blogs, podcasts, and e-books) into the curriculum to help students develop the skills they need to be successful in a global community.
		Use of Technology
		• Teachers approach technology as an instructional tool and an instructional topic.
		  ○ As a tool, teachers use literacy software to reinforce instruction and provide opportunities for guided practice in reading and writing skills.
		  ○ As an instructional topic, teachers integrate new technologies (e.g. search engines, Web pages, e-mail, instant messaging, blogs, podcasts, and e-books) into the curriculum to help students develop the skills they need to be successful in a global community.

Incorporation of Primary Language Other than English • Adults promote and encourage the use of primary language as a support to the	**Incorporation of Primary Language Other than English** • Teachers promote and encourage the use of primary language as a support to	**Incorporation of Primary Language Other than English** • Teachers promote and encourage the use of primary language as a support to

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Delivery of Instruction		
child's learning. • Adults encourage children who speak the same primary language to use their language to collaborate with and support one another.	learning. ○ Pre-teach vocabulary and background knowledge in students' primary language when feasible. ○ Allow students who speak the same native language to use that language during collaborative work. ○ Make bilingual dictionaries available in the classroom and encourage students to use them. ○ Encourage beginning English language learners who are literate in another language to write their responses in their primary language and then discuss them with the teacher or other students.	learning. ○ Pre-teach vocabulary and background knowledge in students' primary language when feasible. ○ Allow students who speak the same native language to use that language during collaborative work. ○ Make bilingual dictionaries available in the classroom and encourage students to use them. ○ Encourage beginning English language learners who are literate in another language to write their responses in their primary language and then discuss them with the teacher or other students.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Interventions		
Interventions (Language Development) • Qualified adults in Infant Learning Programs, preschools, or school districts provide appropriate formal evaluation and referrals for special services. • School districts develop and implement individual plans for students who need intervention. • For children who need targeted intervention in oral language, trained adults introduce sign language as another way for the child to communicate.	**Interventions (Language Development)** • For students who need targeted intervention in oral language, teachers use research-based instructional materials and strategies that address the identified need and take into consideration the language and background knowledge of the student. • A teacher with background in English language development works with beginning ELLs based on targeted needs as identified by assessments.	**Interventions (Language Development)** • A teacher with background in English language development works with beginning ELLs based on targeted needs that are identified by assessments.
Intervention (Reading) • Adults use a screening assessment, taking into consideration the language and background knowledge of the child, to identify children with difficulties in any of the pre-literacy skill areas. A trained adult follows up with a diagnostic assessment to pinpoint a specific area of need. The frequency, duration, or intensity of the intervention may be adjusted for effectiveness of the intervention.	**Interventions (Reading)** • For students who need reading interventions, teachers provide additional instruction to strengthen specific skills that have been identified as weak. Intervention is aligned with and supported by classroom instruction. • Educators use research-based intervention materials and instructional strategies that address the identified need. • Teachers take into consideration the language and background knowledge of the student when providing interventions. • Intervention is designed to address individual needs and is guided by assessment data from diagnostic and progress monitoring assessments. • The classroom instruction supports and extends intervention so that reading gains are accelerated.	**Interventions (Reading)** • Schools use reliable screening assessments to identify students with reading difficulties and follow-up with diagnostic assessments to pinpoint each student's instruction needs. • Schools provide targeted individualized interventions for struggling readers delivered by appropriately qualified specialists. • Intervention providers select an intervention that provides an explicit instructional focus to meet each student's identified learning needs. • Intervention providers match the frequency, duration and intensity of intervention to student needs. If students do not respond to intervention, teachers adjust the frequency, duration and/or intensity.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Interventions		
	• A teacher with background in English language development works with beginning ELLs based on targeted reading needs as identified by assessments.	• A teacher with background in English language development works with beginning ELLs based on targeted reading needs as identified by assessments.

Interventions (Writing)
• Adults provide activities to strengthen fine motor development for children who need them.
• Adults support children who are experiencing difficulty with pre-writing and writing by offering interesting writing materials and experiences to practice specific aspects of pre-writing and writing.
	Interventions (Writing)
	• Teachers take the language and background knowledge of the student into consideration when providing writing interventions.
	• For students who need targeted writing interventions, teachers provide additional instruction to strengthen specific skills that have been identified as weak in core writing instruction. Targeted intervention is aligned with and supported by classroom instruction.
	• For students who need writing interventions, teachers use intensive intervention materials and strategies that have been proven effective.
	• The classroom teacher supports intervention strategies so that writing gains are accelerated.
		Interventions (Writing)
		• Teachers take the language and background knowledge of the student into consideration when providing writing interventions.
		• Schools provide intensive interventions for struggling writers:
		  ○ Explicitly teach writing strategies, including strategies for planning, revising and/or editing text.
		  ○ Provide direct instruction in sentence combining skills.
		  ○ Have students write about the texts they read.
		  ○ Provide direct instruction in the sub-skills of handwriting, spelling, and word processing.
		  ○ A teacher with background in English language development works with beginning ELLs based on targeted needs that are identified by assessments.

Comprehensive Assessment

Vision: *Beginning in infancy, children participate in a variety of assessments that monitor their progress and development of language and, later, literacy skills. Educators at the state, district, and school level as well as preschool teachers and daycare providers, are knowledgeable about assessment data and use valid and reliable assessments to inform themselves and others about the development of children's literacy. They ask different questions about assessment results depending on the types of decisions to be made. Educators in schools and districts share assessment results collegially as well as with students and families to help them understand how a student is progressing.*

Quick View of Comprehensive Assessment:

Assessment plays a critical role in instruction in terms of meeting individual needs and providing learning opportunities designed for maximum growth. The blueprint details the following areas of assessment:

- Types of assessments
- Administration of assessments
- Using assessments to identify individual student needs
- Management of assessment data
- Appropriate use of assessment results
- Sharing of results

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Comprehensive Assessment		
Type of Assessments • Districts, schools, early care and learning programs use a variety of universal screenings and assessments that include parent and caregiver observations and experiences. • Screening measures for 3-5 year olds include the following: ○ Expressive and receptive language. ○ Vocabulary.	**Type of Assessments** • Districts and schools use a variety of universal screeners, diagnostic assessments, progress-monitoring tools, informal assessments and state outcome assessments for specific purposes and to address different questions. • Screening measures include early literacy skills for kindergarten and first grade and fluency and comprehension for students in	**Type of Assessments** • Districts and schools use a variety of universal screeners, diagnostic assessments, progress-monitoring tools, informal assessments, and state outcomes for different purposes and to address different questions. Compared to the elementary grades, there is even more variation in the type of assessments used because of the different types of literacy

○ Engagement in appropriate social conversation and conventions. ○ Phonological awareness. ○ Knowledge of the alphabet. ○ Interest in and awareness of books. ○ "Reading" pictures. ○ Retelling stories. ○ Making predictions. ○ Drawing or writing. • Children are screened in their primary language.	second grade and beyond. • For ELLs, primary language literacy is assessed, when appropriate, and considered when making placement decisions. • For all ELLs, progress-monitoring includes monitoring of progress in English language development.	demands in different disciplines. • Screening measures include fluency screening measures of all students who do not pass the state reading assessment or who transfer in without comparable test scores. • For new immigrant ELLs, primary language literacy is assessed, when possible, and considered when making placement decisions. For all ELLs, progress-monitoring includes monitoring of progress in English language development.
Assessment Administration • A variety of professionals conduct assessments in many settings. • Medical professionals screen for hearing, vision, and development • Well-child check-ups include literacy screening. • Home visitor programs conduct developmental screenings that include a literacy component. • Parents, caregivers, and teachers frequently use informal and formal assessments to monitor children's developmental progress. • Parents will have access to and be able to use assessments and the information provided to obtain services as needed for their children. • Physicians' offices conduct universal screenings at the well-child exams in order to access needed support. • Districts and communities cooperate to ensure that all three-year-olds have access to developmental screening, including screening for language and literacy development.	**Assessment Administration** • School districts administer an outcome assessment once a year to determine whether students achieve State Language Arts Standards. • Trained educators administer reading and writing assessments. • Educators administer brief screening assessments three times a year to ensure early identification of reading difficulties. • Schools create and follow a plan for monitoring progress of and measuring the effectiveness of interventions for struggling readers. • Teachers administer ongoing formative assessment during instruction. • Districts ensure that those administering assessments understand and use any accommodations that might be appropriate for ELLs.	**Assessment Administration** • School districts administer an outcome assessment once a year to determine whether students achieve State Language Arts Standards. • Trained educators administer reading and writing assessments • Schools create and follow a plan for monitoring progress of and measuring the effectiveness of interventions for struggling readers. • Teachers administer ongoing formative assessment during instruction. • Districts ensure that those administering assessments understand and use any accommodations that might be appropriate for ELLs.

Identifying Learning Needs
• For children who have difficulties with language and pre-literacy development, educators work with parents to use appropriate diagnostic assessments to determine if the child should be referred to support services.
	Identifying Learning Needs
	• Educators analyze data to determine specific areas in reading development that are causing a student to struggle.
	  ○ Diagnostic measures include assessment of basic skills for students with very low fluency as well as use of strategies.
		Identifying Learning Needs
		• Educators analyze data to determine specific areas in reading development that are causing a student to struggle.
		  ○ Diagnostic measures include assessment of basic skills for students with very low fluency as well as use of strategies.

Management of Assessment Data • The state maintains a secure database, and districts and programs are encouraged to submit the data they collect from screenings or pre-kindergarten assessments to allow teams of educators and community members to examine trends and needs, both statewide and in specific districts and communities.	**Management of Assessment Data** • The state and districts maintain a data management system that provide secure, real-time access to data, including multiple indicators, and that allows teams of educators to examine both performance levels and growth over time. • The state and district's data management systems allows for disaggregation of data to examine performance of sub-groups of students.	**Management of Assessment Data** • The state and districts maintain a data management system that provide secure, real-time access to data, including multiple indicators, and that allows teams of educators to examine both performance levels and growth over time. • The state and district's data management systems allows for disaggregation of data to examine performance of sub-groups of students.
Appropriate Use of Assessment Results • In early care and learning programs, administrators and teachers are trained to use and share data, including with parents. • In early care and learning programs, administrators and teachers have protected time to review data. • District, school, and early care and learning program administrators ensure that they and teachers receive and use data reports to inform instruction.	**Appropriate Use of Assessment Results** • State leadership, district leadership, and school teams, including principals, analyze state outcome data promptly after outcome assessment results are available. • District leadership and school teams analyze universal screening data promptly after screening to identify students who are at risk and in need of intervention and students who are above proficient and in need of enrichment. • Intervention providers use progress-monitoring data to determine whether the student is responding to instructional interventions. • Administrators and teachers analyze program assessment data to determine whether students are mastering skills taught within core literacy instruction. • Administrators and teachers are trained to use and share data with all stakeholders as	**Appropriate Use of Assessment Results** • State leadership, district leadership, and school teams, including principals, analyze state outcome data promptly after outcome assessment results are available. • District leadership and school teams analyze universal screening data promptly after screening to identify students who are at risk and in need of intervention as well as students who are above proficient and in need of enrichment. • Intervention educators use progress-monitoring data to determine whether the student is responding to instructional interventions. • Administrators and teachers analyze program assessment data to determine not only whether students are learning the key content of a discipline but also their mastery of the literacy demands of that discipline.

	appropriate and within the protections of FERPA. • Administrators and teachers have dedicated time to review data. • District and school administrators ensure that they and teachers receive data reports that disaggregate results by key demographic subgroups.	• Administrators and teachers are trained to use and share data with all stakeholders as appropriate and within the protections of FERPA. • Administrators and teachers have dedicated time to review data. • District and school administrators ensure that they and teachers receive data reports that disaggregate results by key demographic subgroups.
Sharing Results • Agencies and early care and learning programs that test children provide parents with formal and informal assessment results.	**Sharing Results** • The state, district, and/or schools share results with stakeholders (community, school board, parents and students) as appropriate. • Elementary schools share spring screening results for fifth grade students with educators at middle school to ensure a smooth transition and adequate preparation for incoming students.	**Sharing Results** • The state, district, and/or schools share results with stakeholders (community, school board, parents and students) as appropriate. • Middle schools share spring screening results for eighth grade students with educators at high school to ensure a smooth transition and adequate preparation for incoming students.

Leadership

Vision: *The State Board of Education and Early Development promotes literacy initiatives for all Alaska children from birth to graduation. EED works collaboratively with communities, other state agencies, technical assistance providers, early care and learning providers, families, and resource and referral agencies and other statewide partners to provide information and technical assistance that ensures the Alaska Birth to Graduation State Literacy Blueprint is implemented so all Alaska children are able to read for meaning and express themselves both orally and in writing. Regional and local collaboration focuses on ensuring that the blueprint is supported and successfully implemented.*

Quick View of Leadership:

In order to be effective, leadership at all levels must be informed and collaborative. The blueprint addresses the following areas of leadership at the state, district, and school/community levels:

- Organizational culture
- Allocation of resources
- Alignment and coherence of efforts
- Building capacity for effective implementation

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: State Level		
Organizational Culture • State leaders demonstrate literacy as a priority by utilizing the Alaska Birth to Graduation State Literacy Blueprint as a guiding document in education initiatives. • The state delivers a public awareness campaign through collaborative partnerships. • State leaders honor local collaborative	**Organizational Culture** • State leaders demonstrate literacy as a priority by utilizing the Alaska Birth to Graduation State Literacy Blueprint as a guiding document in education initiatives. • The state demonstrates respect for educators by setting high expectations. • State leadership keeps current in research-based practices to ensure the	**Organizational Culture** • State leaders demonstrate literacy as a priority by utilizing the Alaska Birth to Graduation State Literacy Blueprint as a guiding document in education initiatives. • The state demonstrates respect for educators by setting high expectations. • State leadership keeps current in research-based practices to ensure the

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: State Level		

partnerships by listening to their goals and strategies for helping every child have literacy skills.
• State leaders establish a culture that respects those providing educational services to children by doing the following:
  ○ Setting high expectations.
  ○ Supporting those providing educational services, including parents, by providing appropriate instruction and environments to promote development of early literacy.
  ○ Providing professional development opportunities.
• State leadership keeps current in research-based practices to ensure the dissemination and delivery of best practices in literacy.
• The state disseminates information to the public, in a user-friendly manner, about trends in children's performance and progress in closing the achievement gap.
• Program leaders (child care, Infant Learning Program, home visiting, preschool, Head Start, etc.) demonstrate knowledge regarding literacy and are up-to-date on best practices.
• The state creates and maintains the Alaska Early Childhood Coordinating Council.
• The state incorporates information from the Alaska Birth to Graduation State Literacy Blueprint in the work of the Alaska Early Childhood Coordinating
	dissemination and delivery of best practices in literacy.
	• The state forms collaborative relationships with educators to create positive learning communities that value all cultures.
	• The state builds shared ownership among departments to meet the literacy needs of all students.
	• The state shares data in a user-accessible format that informs stakeholders on the performance and progress of Alaska students.
		dissemination and delivery of best practices in literacy.
		• The state forms collaborative relationships with educators to create positive learning communities that value all cultures.
		• The state builds shared ownership among departments to meet the literacy needs of all students.
		• The state shares data in a user-accessible format that informs stakeholders on the performance and progress of Alaska students.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: State Level		
Council. • State entities actively engage in collaborative partnerships to develop early learning policies and systems that include literacy.		

Resources
• The state creates and maintains the Alaska Early Childhood Coordinating Council.
• The state supports early literacy efforts undertaken by community-based early childhood partnerships.
• The state provides resources, data collection, and online professional development.
• The state agencies make information about child development and early literacy available.
• The state hosts early literacy institutes for parents, caregivers, and teachers that include facets of multi-lingual and multi-cultural approaches shown to be more effective for growing early literacy skills.
• The state provides trainings for using the Early Learning Guidelines, the Alaska Birth to Graduation State Literacy Blueprint, and activities to support early literacy.
• The state integrates early learning and parent engagement in the Alaska Administrator Coaching Program.
• The state invites and informs parents regarding state-supported literacy opportunities (parent university, website,
	Resources
	• The state provides and funds teacher and principal mentor programs that are aligned to the Alaska Birth to Graduation State Literacy Blueprint.
	• The state sufficiently funds literacy efforts across the state to provide the following:
	  ○ Access to text and online resources to support literacy and content area literacy.
	  ○ A state literacy center that provides access to a variety of literacy research and resources for educators.
	  ○ Professional development on literacy instruction, intervention, and assessment.
	  ○ Dissemination and implementation of state resources such as standards, guidelines, and plans.
	• The state develops and fosters effective partnerships and collaboration between and among professional associations, consortia, foundations, libraries, school districts, community agencies, and universities on professional development, literacy instruction, intervention, and assessment for diverse learners.
		Resources
		• The state provides and funds teacher and principal mentor programs that are aligned to the Alaska Birth to Graduation State Literacy Blueprint.
		• The state sufficiently funds literacy efforts across the state to provide the following:
		  ○ Access to text and online resources to support literacy and content area literacy.
		  ○ A state literacy center that provides access to a variety of literacy research and resources for educators.
		  ○ Professional development on literacy instruction, intervention, and assessment.
		  ○ Dissemination and implementation of state resources such as standards, guidelines, and plans.
		• The state develops and fosters effective partnerships and collaboration between and among professional associations, consortia, foundations, libraries, school districts, community agencies, and universities on professional development, literacy instruction, intervention, and assessment for diverse learners.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: State Level		

Early Learning Guidelines, and materials).
• The state improves the continuity of quality care, retention of caregivers and childhood educators, and avoids disruptive turnover by doing the following:
  ○ Identifying methods to increase the pay, particularly of those with higher degrees, in early childhood in settings with successful early literacy outcomes.
  ○ Increasing accessible and affordable opportunities (for example, loan forgiveness) for professional development for rural and urban Alaskans.
• The state incorporates information from the Alaska Birth to Graduation State Literacy Blueprint in the work of the Alaska Early Childhood Coordinating Council.
	• The state analyzes data to make resource allocation decisions to districts based on identified needs.
	• The Alaska Birth to Graduation State Literacy Blueprint contains built-in technological support features such as mouse-over definitions of key vocabulary and concepts with supporting modeling video clips within the body of the document.
		• The state analyzes data to make resource allocation decisions to districts based on identified needs.
		• The Alaska Birth to Graduation State Literacy Blueprint contains built-in technological support features such as mouse-over definitions of key vocabulary and concepts with supporting modeling video clips within the body of the document.

Aligned and Coherent
• Program leaders (child care, Infant Learning Program, home visiting, preschool, Head Start) display and continually develop knowledge about the following:
  ○ Literacy development.
  ○ Current research on effective practices.
  ○ Understanding of assessments and skills in data analysis.
• The state supports engagement in literacy learning as part of the Alaska Administrator Coaching Program.
	Aligned and Coherent
	• State leadership continually develops knowledge about the following:
	  ○ Literacy development.
	  ○ Current research on effective practices.
	  ○ Understanding of assessments and skills in data analysis.
	• State leadership teams provide technical support to guide the implementation of literacy plans.
	• The state provides districts with tools, processes, and ongoing technical support to ensure alignment between state
		Aligned and Coherent
		• State leadership continually develops knowledge about the following:
		  ○ Literacy development.
		  ○ Current research on effective practices.
		  ○ Understanding of assessments and skills in data analysis.
		• State leadership teams provide technical support to guide the implementation of literacy plans.
		• The state provides districts with tools, processes, and ongoing technical support to ensure alignment between state

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: State Level		

• Parents are invited and informed regarding state-supported literacy opportunities (parent university, website, Early Learning Guidelines, and materials).
• The state creates and maintains the Alaska Early Childhood Coordinating Council.
• The state incorporates information from the Alaska Birth to Graduation State Literacy Blueprint in the work of the Alaska Early Childhood Coordinating Council.
• The state improves the continuity of quality care, retention of caregivers and childhood educators, and avoids disruptive turnover by doing the following:
  ○ Identifying methods to increase the pay, particularly those with higher degrees in early childhood in settings with successful early literacy outcomes.
  ○ Increasing accessible and affordable opportunities (e.g. loan forgiveness) for professional development for rural and urban Alaskans.
	initiatives and district practice, including the Alaska Birth to Graduation State Literacy Blueprint.
	• The state provides coordinated professional development with statewide entities such as Southeast Regional Resource Center (SERRC), Alaska Staff Development Network (ASDN), Special Education Service Agency (SESA), and Education Northwest. The professional development is aligned to the Alaska Birth to Graduation State Literacy Blueprint which includes facets of multi-lingual and multi-cultural approaches shown to be effective in literacy instruction.
		initiatives and district practice, including the Alaska Birth to Graduation State Literacy Blueprint. .
		• The state provides coordinated professional development with statewide entities such as Southeast Regional Resource Center (SERRC), Alaska Staff Development Network (ASDN), Special Education Service Agency (SESA), and Education Northwest. The professional development is aligned to the Alaska Birth to Graduation State Literacy Blueprint which includes facets of multi-lingual and multi-cultural approaches shown to be effective in literacy instruction.

Building Capacity • The state establishes and funds a state literacy position that includes expertise in early literacy. • The state establishes and funds a state technical assistance position specifically to support families, child-care providers, and early childhood educators. • The state aligns resource allocation to the priorities and outcomes of the Alaska	**Building Capacity** • The state establishes and funds a state literacy position. • The state aligns resource allocation to the priorities and outcomes of the Alaska Birth to Graduation State Literacy Blueprint. • The state ensures high-quality professional development for all educators, provides access to technical	**Building Capacity** • The state establishes and funds a state literacy position. • The state aligns resource allocation to the priorities and outcomes of the Alaska Birth to Graduation State Literacy Blueprint. • The state ensures high-quality professional development for all educators, provides access to technical

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: State Level		

Birth to Graduation State Literacy Blueprint.
• The state aligns the Quality Rating Improvement System with the Alaska Birth to Graduation State Literacy Blueprint.
• The state improves the continuity of quality care, retention of caregivers and childhood educators, and avoids disruptive turnover by doing the following:
  ○ Identifying methods to increase the pay, particularly of those with higher degrees in early childhood, in settings with successful early literacy outcomes.
  ○ Increasing accessible and affordable opportunities (for example loan forgiveness) for professional development.
	assistance providers, and encourages reflective practice and inquiry.	assistance providers, and encourages reflective practice and inquiry.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: District/School/Community		

Organizational Culture
• Leaders from local libraries, businesses, and other community-based organizations establish a culture that respects those providing educational services to children by doing the following:
  ○ Setting high expectations.
  ○ Supporting those providing educational services, including parents, by providing appropriate instruction and environments to promote development of early literacy.
• Program leaders (child care, Infant Learning Program, home visiting, preschool, Head Start, etc.) demonstrate knowledge regarding literacy and are up-to-date on best practices.
• Program leaders provide professional development opportunities.
• Districts disseminate information to the public, in a user-friendly manner, about trends in children's performance and progress in closing the achievement gap.
• Parents are offered leadership roles in programs serving young children, supporting early literacy efforts.
• District and community entities actively engage in collaborative partnerships to develop early learning policies and systems that include literacy.
• Parents are invited and informed regarding district-supported literacy opportunities (parent university, Website, Early Learning
	Organizational Culture
	• Instructional leaders demonstrate respect for teachers by doing the following:
	  ○ Setting high expectations for teachers to deliver curriculum based on the identified needs of the learners.
	  ○ Supporting teachers in decision-making to determine how the curriculum is delivered.
	  ○ Supporting instructional practices that are evidence-based.
	• Instructional leaders do the following:
	  ○ Learn about students from the classroom teacher.
	  ○ Respect his/her knowledge and teaching practice.
	  ○ Form collaborative relationships with teachers and instructional staff to create a positive learning community that values all cultures.
	• Effective administrators monitor classroom instruction.
	• Administrators know the elements of effective literacy instruction and can recognize their use in the classroom.
	• Leaders keep current in best practices and research.
	• Leaders keep schools and districts focused on literacy goals and initiatives.
	• Leadership teams build shared ownership among educators to meet the literacy needs of all students.
		Organizational Culture
		• Instructional leaders demonstrate respect for teachers by doing the following:
		  ○ Setting high expectations for teachers to deliver curriculum based on the identified needs of the learners.
		  ○ Supporting teachers in decision-making to determine how the curriculum is delivered.
		  ○ Supporting instructional practices that are evidence-based.
		• Instructional leaders do the following:
		  ○ Learn about students from the classroom teacher.
		  ○ Respect his/her knowledge and teaching practice.
		  ○ Form collaborative relationships with teachers and instructional staff to create a positive learning community that values all cultures.
		• Effective administrators monitor classroom instruction.
		• Administrators know the elements of effective literacy instruction and can recognize their use in the classroom.
		• Leaders keep current in best practices and research.
		• Leaders keep schools and districts focused on literacy goals and initiatives.
		• Leadership teams build shared ownership among educators to meet the literacy needs of all students.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: District/School/Community		
Guidelines, and materials).		
Resources • Districts support early literacy efforts undertaken by community-based early childhood partnerships by offering resources, sharing data, online professional development, etc. • Local and school libraries have age-appropriate books available and readily accessible throughout the year. • Parents are invited and informed regarding state-supported literacy opportunities. • Parents are informed about formal and informal resources to support their young children's literacy development.	**Resources** • Instructional leaders ensure that students have access to texts in their content areas subjects that they can read fluently and accurately with comprehension. • Instructional leaders provide resources to support literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students and value all cultures. • Districts ensure teachers have timely access to student performance data. • District and school leadership teams analyze data and apply best practice and research to allocate resources based on student needs: ○ Personnel, matching literacy expertise to instructional alignment. ○ Materials. ○ Time/schedule. ○ Budget.	**Resources** • Districts ensure that content area teachers have a wide range of engaging texts available to their classrooms, including texts at a variety of different reading levels. • Instructional leaders provide resources to support literacy-rich experiences, books, resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students and value all cultures. • Districts ensure teachers have timely access to student performance data. • District and school leadership teams analyze data and apply best practice and research to allocate resources based on student needs. ○ Personnel-matching literacy expertise to instructional assignment. ○ Materials. ○ Time/schedule. ○ Budget.
Aligned and Coherent • Program leaders (child care, Infant Learning Program, home visiting, preschool, Head Start) and other adults demonstrate and continually develop knowledge about the following: ○ Literacy development.	**Aligned and Coherent** • Instructional leaders demonstrate and continually develop knowledge about the following: ○ Literacy development. ○ Current research on effective practices.	**Aligned and Coherent** • Instructional leaders demonstrate and continually develop knowledge about the following: ○ Literacy development. ○ Current research on effective practices.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: District/School/Community		
○ Current research on effective practices. ○ Understanding of assessments and skills in data analysis. • Parents are invited and informed regarding district-/school-/and community-supported literacy opportunities (parent university, website, Early Learning Guidelines, and materials). • Program leaders monitor classroom instruction and home-visiting programs. • Educators and caregivers conduct face-to-face discussions with parents to share interests, strengths and needs of the child (assessment results) multiple times during the year. • Locally, past and present caregivers, teachers and parents meet together to discuss expectations for their child and for the program. • Adults ensure that classes integrate best practices and research-based strategies for reading and writing, as outlined in Early Learning Guidelines. • Local community and partnership leaders inform Alaska Early Childhood Coordinating Council about community goals and direction about policy decisions. • Program leaders develop a plan for transition between community entities that identify priorities and expectations of all partners. • State, district, and local community partnerships support the facilitation and	○ Understanding of assessments and skills in data analysis. • Districts and school leadership teams collaboratively develop and share short- and long-term plans for literacy. • District guides implementation of literacy plans: ○ Educate local school board about its responsibilities regarding the Alaska Birth to Graduation State Literacy Blueprint and implications for student learning. ○ Monitor site instruction and interventions. • Instructional leaders monitor classroom instruction and interventions. • Instructional leaders ensure that content classes integrate best practices and research-based strategies for reading and writing instruction. • Leadership teams ensure that curriculum and assessments are aligned • Leadership teams adjust schedules to maximize academic time and maintain blocks of uninterrupted teaching to allow for sustained cognitive engagement. • Leadership teams provide scheduled time to support literacy: ○ Allocated instructional time. ○ Collaborative planning. ○ Professional development. • Leadership teams analyze data to allocate resources based on student needs: ○ Personnel.	○ Understanding of assessments and skills in data analysis. • Districts and school leadership teams collaboratively develop and share short- and long-term plans for literacy. • District guides implementation of literacy plans: ○ Educate local school board about its responsibilities regarding the Alaska Birth to Graduation State Literacy Blueprint and implications for student learning. ○ Monitor site instruction and interventions. • Instructional leaders monitor classroom instruction and interventions. • Instructional leaders ensure that content classes integrate best practices and research-based strategies for reading and writing instruction. • Leadership teams ensure that curriculum and assessments are aligned • Leadership teams adjust schedules to maximize academic time and maintain blocks of uninterrupted teaching to allow for sustained cognitive engagement. • Leadership teams provide scheduled time to support literacy: ○ Allocated instructional time. ○ Collaborative planning. ○ Professional development. • Leadership teams analyze data to allocate resources based on student needs: ○ Personnel.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: District/School/Community		
coordination of transitions into and out of programs throughout the year. • State, district, and local community partnerships foster ongoing opportunities for parents and early childhood programs to share information to discuss desires and expectations about their child's education and to experience the settings and relationships. Early childhood programs will work with local districts to share relevant and useful information regarding a child's educational needs.	○ Materials. ○ Time/schedule. ○ Budget. • School leadership schedules intensive intervention instruction for effectiveness, increasing the time of intervention to accelerate the reading development of the highest need students as early as possible. • Administrators establish a transition protocol that can be easily replicated and updated annually with little effort. • Annually, district and school leaders plan, implement, and evaluate transition activities for students: ○ Elementary to middle. ○ Middle to high school. ○ High school to college/career. • Districts design and provide comprehensive orientation programs for teachers, students, and families, including older siblings, who strongly influence attitudes and perceptions of transitioning students. • Districts ensure that all staff become knowledgeable about the needs and concerns of adolescents in transitions. • Districts implement effective initiatives that address students' social, developmental, and academic needs. • Districts create a climate that values and supports effective home-school communications. • Districts create connections to the community, employers, and institutes of	○ Materials. ○ Time/schedule. ○ Budget. • School leadership schedules intensive intervention instruction for effectiveness, increasing the time of intervention to accelerate the reading development of the highest need students as early as possible. • Administrators establish a transition protocol that can be easily replicated and updated annually with little effort. • Annually, district and school leaders plan, implement, and evaluate transition activities for students: ○ Elementary to middle. ○ Middle to high school. ○ High school to college/career. • Districts design and provide comprehensive orientation programs for teachers, students, and families, including older siblings, who strongly influence attitudes and perceptions of transitioning students. • Districts ensure that all staff become knowledgeable about the needs and concerns of adolescents in transitions. • Districts implement effective initiatives that address students' social, developmental, and academic needs. • Districts create a climate that values and supports effective home-school communications. • Districts create connections to the community, employers, and institutes of

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: District/School/Community		
	higher education to better engage students and help them see the relevance of their coursework. • Elementary schools share spring screening results for fifth grade students with educators at middle school to ensure a smooth transition and adequate preparation for incoming students. • Administrators plan activities that address the unique transition needs of at-risk students and their families, including families that find visiting school difficult. • Administrators establish a timeline for the transition process. • Administrators schedule meetings between collaborative groups from sending and receiving schools and discussions for adults and students about the issues. • Administrators and counselors engage in collaborative planning with their counterparts at feeder schools to ensure a smooth academic transition that recognizes and accommodates variations in curricula. • Administrators and counselors engage in collaborative planning with post secondary institutions and employers to ensure academic readiness. • Teachers and counselors keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education.	higher education to better engage students and help them see the relevance of their coursework. • Middle schools share spring screening results for eighth grade students with educators at high school to ensure a smooth transition and adequate preparation for incoming students. • Administrators plan activities that address the unique transition needs of at-risk students and their families, including families that find visiting school difficult. • Administrators establish a timeline for the transition process. • Administrators schedule meetings between collaborative groups from sending and receiving schools and discussions for adults and students about the issues. • Administrators and counselors engage in collaborative planning with their counterparts at feeder schools to ensure a smooth academic transition that recognizes and accommodates variations in curricula. • Administrators and counselors engage in collaborative planning with post secondary institutions and employers to ensure academic readiness. • Teachers and counselors keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: District/School/Community		
	• Staff provide counseling to address transition concerns and assure students of the availability of ongoing support. • Staff provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition. • Parents and community members maintain strong family kinship connections between relatives and young adolescents • Parents and community members become knowledgeable about the needs and concerns of young adolescents in transition. • Parents and community members help children turn their anxieties into positive action by learning about school rules, schedules, locker procedures and the availability of counseling. • Parents and community members attend school functions and stay involved in children's schooling through parent conferences, workshops and visiting the school. • Students, teachers, guidance counselors, parents, and others evaluate the transition program.	• Staff provide counseling to address transition concerns and assure students of the availability of ongoing support. • Staff provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition. • Students, teachers, guidance counselors, parents, and other s evaluate the transition program.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Leadership: District/School/Community		

Building Capacity
• Program leaders (child care, Infant Learning Program, home visiting, preschool, Head Start, etc.) are skilled in analyzing and using data.
• Program leaders (child care, Infant Learning Program, home visiting, preschool, Head Start, etc.) ensure high-quality professional development for all staff and parents.
• Training opportunities are open to interested community members.
• Effective leaders monitor classroom/home visiting program instruction.
	Building Capacity
	• Instructional leaders ensure high-quality professional development for all staff and encourage reflective practice and inquiry.
	• Instructional leaders provide ongoing support such as peer observations and coaching for the implementation of literacy best practices.
	• Instructional leaders empower teacher teams who do the following:
	  ○ Practice shared leadership.
	  ○ Protect time for collaboration.
	  ○ Articulate literacy expectations.
		Building Capacity
		• Instructional leaders ensure high-quality professional development for all staff and encourage reflective practice and inquiry.
		• Instructional leaders provide ongoing support such as peer observations and coaching for the implementation of literacy best practices.
		• Instructional leaders empower teacher teams who do the following:
		  ○ Practice shared leadership.
		  ○ Protect time for collaboration.
		  ○ Articulate literacy expectations.

Family & Community Engagement

Vision: *All around them, young people see the value their community places on literacy. Fluent adults tell stories, think, read, and write in the home and community, modeling these skills daily. Role models representing the diverse community read for children and demonstrate a love of reading. Families, schools, and communities honor and encourage students' interests in reading and writing. Childcare providers and educators are familiar with the literacy practices, cultural values, and local knowledge of the communities and families of their students. Community organizations collaborate to provide resources and supports for literacy. Businesses, community agencies, and local universities communicate with schools to support and develop the literacy skills that young people will need beyond high school.*

Quick View of Family & Community Engagement:

Families and the community play critical roles in developing and supporting the literacy achievement of young people. The blueprint specifically addresses the following areas of engagement:

- Family outreach
- Community partnerships to support literacy
- Creation and support of literate environments in homes and the community
- Collaboration with post-secondary institutions of learning
- Supporting primary language and home culture

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Family & Community Engagement		
Family Outreach • Schools, homes, and community engage in reciprocal conversations about student achievement and progress, with translation when needed. • School, district, and program personnel provide outreach to families, with priority given to connecting with families of students who are struggling in literacy. • The state engages families of every	**Family Outreach** • Schools, homes, and community engage in reciprocal conversations about student achievement and progress, with translation when needed. • School and district personnel provide outreach to families, with priority given to connecting with families of students who are struggling in literacy. • School and district personnel work with	**Family Outreach** • Schools, homes, and community engage in reciprocal conversations about student achievement and progress, with translation when needed. • School and district personnel provide outreach to families, with priority given to connecting with families of students who are struggling in literacy. • Schools involve families as partners in

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Family & Community Engagement		
newborn in Alaska by sharing information, in the mail or in person, for how they can support their child in developing early literacy skills. • Districts invest in programs that have a strong literacy-based family engagement component and/or respond to family perspectives around language development.	families and community to remove barriers to learning and encourage attainment of literacy goals. • Schools involve families as partners in participating in activities that involve literacy and culture. • Schools invite and welcome all parents to the school as partners in their child's literacy education.	participating in activities that involve literacy and culture. • Schools invite and welcome all parents to the school as partners in their child's literacy education.
Community Partnerships • Education entities engage community leadership to help families build children's language and reading skills. • The state and districts support early literacy efforts undertaken by community-based early childhood partnerships/coalitions. • State, districts, and communities collaborate with medical professionals to administer literacy screenings during well-child exams.	**Community Partnerships** • Strong coordination exists between schools, early literacy programs, family literacy programs, diverse language literacy libraries, and after school activity programs. • Fluent adults in the community model reading, storytelling, thinking, and writing for students, demonstrating the value communities place on culturally-based knowledge.	**Community Partnerships** • Schools partner with community agencies, businesses, libraries, institutions of higher education, and other organizations to provide opportunities and career and/or college preparation for students.
Literate Environments • The state and districts ensure there are year-round libraries with engaging materials and activities available to children and families in all communities. • Schools demonstrate the value of culture by collaborating with families and caregivers to support home environments that promote literacy development. • Schools and communities provide students with literacy-rich experiences,	**Literate Environments** • The state and districts ensure there are libraries with engaging print and digital resources and activities available to students and families in all communities. • Schools demonstrate the value of culture by collaborating with families and caregivers to support home environments that promote literacy development. • Schools and communities provide students with literacy-rich experiences,	**Literate Environments** • The state and districts ensure there are libraries with engaging print and digital resources and activities available to students and families in all communities. • Schools and communities provide students with literacy-rich experiences, books, resources, and models to facilitate reading, writing, and communication. • The learning community celebrates and honors the linguistic and cultural diversity

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
Family & Community Engagement		
books, resources, and models to facilitate reading, writing, and communication skills.	books, resources and models to facilitate reading, writing and communication skills. • The learning community celebrates and honors the linguistic and cultural diversity of the school and community with books and activities in the languages represented in the school.	of the school and community with books and activities in the languages represented in the school. • District personnel provide parent seminars that focus on ways to support literacy at home.
Post-Secondary Engagement • State, district, and community partners collaborate with local universities to prepare early childhood teachers, assistants, and childcare providers with instruction in child development.	**Post-Secondary Engagement** • Districts collaborate with local universities to prepare teachers with knowledge and skills to provide comprehensive literacy instruction in the schools.	**Post-Secondary Engagement** • Districts collaborate with local universities to prepare teachers with knowledge and skills to provide comprehensive literacy instruction in the schools. • Business, industry, and community leaders communicate with the district and school about the literacy requirements of their profession so that students are prepared for work or for post-secondary training for a profession.
Supporting primary language and home culture • Schools develop literacy partnerships in all diverse languages between families and the community. • Schools and districts ensure that information about children's progress in literacy is provided in a language that parents can understand. • Staff promotes the primary language of families and celebrates language diversity.	**Supporting primary language and home culture** • Schools develop literacy partnerships in all diverse languages between families and the community. • Schools and districts ensure that information about children's progress in literacy is provided in a language that parents can understand. • Staff promotes the primary language of families and celebrates language diversity.	**Supporting primary language and home culture** • Schools develop literacy partnerships in all diverse languages between families and the community. • Schools and districts ensure that information about children's progress in literacy is provided in a language that parents can understand. • Staff promotes the primary language of families and celebrates language diversity.

Professional Development

Vision: *The State Board of Education & Early Development approves teacher preparation programs that produce graduates who understand and use student performance data in order to provide explicit and systematic instruction in reading and writing skills. EED works collaboratively with statewide agencies, consortia, and collaboratives to ensure the effective implementation of the Alaska Birth to Graduation State Literacy Blueprint and literacy initiatives in schools and districts. Childcare providers and educators participate in on-going professional development. The responsibility for the provision of ongoing, high quality professional development is shared by the state, the district, the school and/or local childcare programs. The content of professional development is research-based and focused on the literacy needs of children, as well as on the effective use of data to understand those needs. Professional development is designed to promote collaboration and professional conversations that create effective learning communities and promote a climate of excellence. The schools and districts function as effective learning communities and support a climate conducive to excellence.*

Quick View of Professional Development

Professional development at multiple levels is key to successful implementation. The blueprint details the following aspects of professional development:

- Multiple delivery methods to meet various needs
- Allocation of resources for success
- Content of professional development
- Specific focus on the comprehensive assessment system

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
State Professional Development		
Delivery • Professional development is ongoing, long term, and has a sustained focus. • The state, districts, and community agencies pool resources and expertise to increase training opportunities. • Professional development opportunities use research-based adult learning approaches. • The state and districts will work with local community organizations to use a range of technologies and media to provide	**Delivery** • Professional development is ongoing, long term, and has a sustained focus. • The state approves teacher preparation programs that are aligned to the Alaska State Birth to Graduation Literacy Blueprint. • The state, in conjunction with universities statewide, increases opportunities for secondary teachers to become certified reading or literacy specialists. • The state reviews and endorses program	**Delivery** • Professional development is ongoing, long term, and has a sustained focus. • The state approves teacher preparation programs that are aligned to the Alaska State Birth to Graduation Literacy Blueprint. • The state, in conjunction with universities statewide, increases opportunities for secondary teachers to become certified reading or literacy specialists. • The state reviews and endorses program

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
State Professional Development		
information about early literacy to parents and caregivers, including the following: ○ Web sites. ○ Video conferencing. ○ Social networking. ○ Parent institutes. ○ Print media. ○ Television and radio.	of study offered by universities in the area of literacy. • The state provides professional training using research about adult learning: ○ Provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom. ○ Attends to the conditions needed for change. ○ Employs a team-oriented approach and promotes collaboration. • The state provides teacher and principal mentoring programs through ongoing coaching to educators in the instructional environment. • The state ensures that intern placements (MAT, student teachers) only occur with qualified or trained teachers who have had mentoring or supervision training and subject appropriate disciplinary literacy coursework.	of study offered by universities in the area of literacy. • The state provides professional training using research about adult learning: ○ Provides job-embedded coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom. ○ Attends to the conditions needed for change. ○ Employs a team-oriented approach and promotes collaboration. • The state provides teacher and principal mentoring programs through ongoing coaching to educators in the instructional environment. • The state ensures that intern placements (MAT, student teachers) only occur with qualified or trained teachers who have had mentoring or supervision training and subject appropriate disciplinary literacy coursework. • The state disseminates information about the literacy development and needs of adolescents. • State certification requirements for secondary teachers include rigorous state-approved coursework in disciplinary literacy instruction and strategies (content area literacy), in literacy development of adolescents, and in support for struggling readers and writers.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
State Professional Development		
Resources • State, districts, and community agencies pool resources and expertise to increase training opportunities. Districts or programs ensure that professional development is systemic and available to all staff, though the content may vary for staff in different positions. • The state sufficiently funds literacy efforts across the state to provide the following: ○ Access to print and online resources to support early literacy, including resources that depict multiple Alaskan cultures. ○ Acquisition and/or development of materials in students' primary languages. ○ A state literacy center that provides access to a variety of literacy research and resources for early childhood providers and educators. ○ Professional development on literacy instruction, intervention, and assessment. ○ Dissemination and implementation of state resources such as standards, guidelines, and plans. • Videos are available for parents, caregivers, and educators to checkout. • The state develops and implements a statewide quality rating system for early care and learning programs to assess their early literacy practices. • Professional developers reference the SEED Early Childhood Professional	**Resources** • State, districts, and community agencies pool resources and expertise to increase training opportunities. Districts or programs ensure that professional development is systemic and available to all staff, though the content may vary for staff in different positions. • The state sufficiently funds literacy efforts across the state to provide the following: ○ Access to print and online resources to support literacy, including resources that depict multiple Alaskan cultures. ○ Acquisition and/or development of materials in students' primary languages. ○ A state literacy center that provides access to a variety of literacy research and resources for educators. ○ Professional development on literacy instruction, intervention, and assessment. ○ Dissemination and implementation of state resources such as standards, guidelines, and plans. ○ Teacher and principal mentor programs. • The state develops and fosters effective partnerships with and among districts, professional associations, consortia, foundations, libraries, community resources, and higher education. • The state analyzes data to allocate resources based on districts' needs.	**Resources** • State, districts, and community agencies pool resources and expertise to increase training opportunities. Districts *or* programs ensure that professional development is systemic and available to all staff, though the content may vary for staff in different positions. • The state sufficiently funds literacy efforts across the state to provide the following: ○ Access to print and online resources to support literacy, including resources that depict multiple Alaskan cultures. ○ Acquisition and/or development of materials in students' primary languages. ○ A state literacy center that provides access to a variety of literacy research and resources for educators. ○ Professional development on literacy instruction, intervention, and assessment. ○ Dissemination and implementation of state resources such as standards, guidelines, and plans. ○ Teacher and principal mentor programs. • The state develops and fosters effective partnerships with and among districts, professional associations, consortia, foundations, libraries, community resources, and higher education. • The state analyzes data to allocate resources based on districts' needs.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
State Professional Development		
Development Plan. • The state utilizes the SEED Registry data to identify literacy professional development needs and aligns resources accordingly. • The state and districts work with local community organization to provide parents and caregivers with information about the following: ○ Milestones of early literacy. ○ Where to seek resources. ○ How adults can foster their child's developing literacy.		
Content • The state provides early care and learning providers with professional development about effective instructional practices to promote the following: ○ Oral language and vocabulary. ○ Phonological awareness. ○ Letter knowledge. ○ Print awareness. ○ Print motivation and writing. ○ Understanding content and ability to relate to own experiences. • The state ensures that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.	**Content** • The state provides educators with professional development about effective instructional practices to promote the following: ○ Oral language and vocabulary. ○ Phonological awareness. ○ Phonics. ○ Vocabulary. ○ Comprehension. ○ Writing. • The state ensures that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.	**Content** • The state provides educators with professional development about effective instructional practices to promote the following: ○ Disciplinary Literacy. ○ Vocabulary. ○ Comprehension. ○ Writing. • The state ensures that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
District Professional Development		
Delivery • Professional development is ongoing, long term, and has a sustained focus. • Districts and local community organizations provide a continuum of professional development to sustain implementation that aligns with the Early Learning Guidelines: ○ Providing opportunities to develop concept and content knowledge through webinars, institutes, online courses, and in-services. ○ Including childcare providers and educators at every level: instructional aides, coaches, teachers, principals, and administrators. ○ Providing ongoing coaching to early childhood providers and educators, in the child's learning environment, to support implementation of knowledge and skills acquired through formal trainings. Coaching includes modeling, observation, feedback, and problem solving. • Collaborative literacy teams engage in professional conversations about instruction and interventions on a regular basis. • Collaborative literacy teams meet regularly to analyze data and solve problems. • Districts regularly evaluate the effectiveness of the professional development in achieving identified	**Delivery** • Professional development is ongoing, long term, and has a sustained focus. • Districts provide a continuum of professional development to sustain implementation that aligns with rigorous state academic achievement standards: ○ Providing opportunities to develop content knowledge through webinars, institutes, online courses, and in-services. ○ Including educators at every level: instructional aides, coaches, teachers, principals, and administrators. ○ Providing ongoing coaching to educators in the instructional environment to support implementation of knowledge and skills acquired through formal trainings. Coaching includes modeling, observation, feedback, and problem solving. • Collaborative literacy teams engage in professional conversations about instruction and interventions on a regular basis. • Collaborative literacy teams meet regularly to analyze data and solve problems. • Districts regularly evaluate the effectiveness of the professional development in achieving identified learning goals.	**Delivery** • Professional development is ongoing, long term, and has a sustained focus. • Districts provide a continuum of professional development to sustain implementation that aligns with rigorous state academic achievement standards: ○ Providing opportunities to develop content knowledge through webinars, institutes, online courses, and in-services. ○ Including educators at every level: instructional aides, coaches, teachers, principals, and administrators. ○ Providing ongoing coaching to educators in the instructional environment to support implementation of knowledge and skills acquired through formal trainings. Coaching includes modeling, observation, feedback, and problem solving. • Collaborative literacy teams engage in professional conversations about instruction and interventions on a regular basis. • Collaborative literacy teams meet regularly to analyze data and solve problems. • Districts regularly evaluate the effectiveness of the professional development in achieving identified learning goals. • Districts provide professional development

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
District Professional Development		
learning goals. • The state and districts work with local community organizations to use a range of technologies and media to provide information about early literacy to parents and caregivers.		that brings content area specialists (e.g. physics teachers) together with literacy specialists to address the content area needs of students.

Resources
• The state develops and implements a statewide quality rating system for early care and learning programs to assess their early literacy practices.
• Professional developers reference the SEED Early Childhood Professional Development Plan.
• Districts utilize the SEED Registry data to identify literacy professional development needs and align resources.
• State and districts work with local community organizations to provide parents and caregivers with information about the following:
  ○ Milestones of early literacy.
  ○ Where to seek resources.
  ○ How adults can foster their child's developing literacy.
	Resources
	• Districts provide written guides that break down essential elements and expectations of literacy to parents and community members. These guides are written in accessible language and available in families' primary languages.
		Resources
		• Districts provide written guides that break down essential elements and expectations of literacy to parents and community members. These guides are written in accessible language and available in families' primary languages.

Content • Districts provide professional development to teachers in the use of classroom-based formative assessments	**Content** • Districts provide professional development to teachers in the use of classroom-based formative assessments	**Content** • Districts provide professional development to teachers in the use of classroom-based formative assessments

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
District Professional Development		
that are specific to learning goals, provide for responsive correction, build learner understanding, and engage students in the establishment of criteria for evaluation. • Districts provide early care and learning providers with professional development about effective practices to promote the following: ○ Oral language and vocabulary. ○ Phonological awareness. ○ Letter knowledge and phonics. ○ Print awareness. ○ Print motivation and writing. ○ Comprehension. ○ Understanding content and ability to relate to own experiences. • Districts ensure that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.	that are specific to learning goals, provide for responsive correction, build learner understanding, and engage students in the establishment of criteria for evaluation. • Districts provide educators with professional development about effective practices to promote the following: ○ Oral language and vocabulary. ○ Phonological awareness. ○ Fluency. ○ Phonics. ○ Vocabulary. ○ Comprehension. ○ Writing. • Districts ensure that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.	that are specific to learning goals, provide for responsive correction, build learner understanding, and engage students in the establishment of criteria for evaluation. • Districts provide educators with professional development about effective practices to promote the following: ○ Disciplinary Literacy. ○ Vocabulary. ○ Comprehension. ○ Writing. • Partnerships with the business community inform teachers, students, and families about the literacy requirements of professions available for careers within the community. • Districts ensure that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
School/Community Professional Development		

Delivery
• The state, districts, and community agencies pool resources and expertise to increase training opportunities.
• Early childhood providers and educators, including paraprofessionals, participate in staff development that is ongoing, collaborative, job-embedded, and includes mentoring/coaching.
• Frequency, intensity, and duration of staff development varies with the needs of students as shown in data and with staff expertise as determined by needs assessment.
• The state and districts work with local community organizations to use a range of technologies and media to provide information about early literacy to parents and caregivers including the following:
  ○ Web sites.
  ○ Video conferencing.
  ○ Social networking.
  ○ Parent institutes.
  ○ Print Media.
  ○ Television and radio.
• University literacy instructors collaborate with school or program sites to help
	Delivery
	• The state, districts, and community agencies pool resources and expertise to increase training opportunities.
	• Teachers, including paraprofessionals, participate in staff development that is ongoing, collaborative, job-embedded, and includes mentoring/coaching
	• Frequency, intensity and duration of staff development varies with the needs of students as shown in data and with staff expertise as determined by needs assessment.
	• The state and districts work with local community organizations to use a range of technologies and media to provide information about literacy to parents including the following:
	  ○ Web sites.
	  ○ Video conferencing.
	  ○ Social networking.
	  ○ Parent institutes.
	  ○ Print Media.
	  ○ Television and radio.
	• University literacy instructors collaborate with school sites to prepare effective literacy teachers.
		Delivery
		• The state, districts, and community agencies pool resources and expertise to increase training opportunities.
		• Teachers, including paraprofessionals, participate in staff development that is ongoing, collaborative, job-embedded, and includes mentoring/coaching
		• Frequency, intensity and duration of staff development varies with the needs of students as shown in data and with staff expertise as determined by needs assessment.
		• The state and districts work with local community organizations to use a range of technologies and media to provide information about literacy to parents including the following:
		  ○ Web sites.
		  ○ Video conferencing.
		  ○ Social networking.
		  ○ Parent institutes.
		  ○ Print Media.
		  ○ Television and radio.
		• University literacy instructors collaborate with school sites to prepare effective literacy teachers.

Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
School/Community Professional Development		
prepare effective literacy teachers.		

Resources
• Schools and early care and learning programs develop and implement a statewide quality rating system for early care and learning programs to assess their early literacy practices.
• Professional developers reference the SEED Early Childhood Professional Development Plan.
• Schools and early care and learning programs utilize the SEED Registry data to identify literacy professional development needs and align resources.
• The state and districts will work with local community organizations to provide parents and caregivers information about the following:
  ○ Milestones of early literacy.
  ○ Where to seek resources.
  ○ How they can foster their child's developing literacy.
	Resources
	• Schools provide written guides that break down essential elements and expectations of literacy to parents and community members. These guides are written in accessible language and available in families' primary languages.
	• Schools engage community leaders including Elders and other cultural experts as key resources to support guidance, dissemination and implementation of the essential elements of the literacy blueprint.
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Birth to Kindergarten	Kindergarten to Grade 5	Grade 6 to Graduation
School/Community Professional Development		
Content • State and districts provide early care and learning providers with professional development about effective practices to promote the following: ○ Oral language and vocabulary. ○ Phonological awareness. ○ Letter knowledge and phonics. ○ Print awareness. ○ Comprehension. ○ Print motivation and writing. ○ Understanding content and ability to relate to own experiences. • Schools and programs ensure that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.	**Content** • School and Community provide educators with professional development about effective practices to promote the following: ○ Oral language and vocabulary. ○ Phonological awareness. ○ Fluency. ○ Phonics. ○ Vocabulary. ○ Comprehension. ○ Writing. • Schools ensure that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.	**Content** • School and Community provide educators with professional development about effective practices to promote the following: ○ Disciplinary Literacy. ○ Vocabulary. ○ Comprehension. ○ Writing. • Schools ensure that educators receive professional development in the use of appropriate assessment tools and the analysis of assessment results.

Appendix A

Glossary

Academic Language	The language students must learn to participate fully in the classroom and to read challenging text. In contrast to conversational language, academic language includes longer sentences, uses a more complex and specific vocabulary, and more complex sentence structures.
Accuracy and Automaticity in Reading	The decoding of words accurately and automatically, without (or with minimal) use of students' limited attention or conscious cognitive resources (Rasinki, T.).
Achievement Gap	The Achievement Gap is the difference in performance between low-income and minority students compared to that of their peers on standardized tests (Education.com).
Alaska Early Childhood Coordinating Council	Established by Governor Parnell, the purpose of the AKECCC is to promote positive development, improved health outcomes, and school readiness for children prenatal through eight in the state by creating a culturally responsive, comprehensive, and accessible service delivery system that links service providers, empowers families, and engages communities. The AKECCC shall support the creation of a unified, sustainable system of early care, health, education, and family support for young children and their families. The AKECCC shall facilitate the integration and alignment of services, planning efforts, resources, policy development, and funding as well as establish connections between health, mental health, education, and family support systems and public and private partners.
Alignment	The process of linking content and performance standards to assessment, instruction, and learning (CRESST).
All Children	Includes children with developmental delays or disabilities, children whose families are culturally and linguistically diverse, children from diverse socioeconomic groups, and other children with individual learning styles, strengths, and needs. (From the National Association for the Education of Young Children.)
Allocated instructional time	Time specifically dedicated to an area of study.
Articulation	A seamless, unified transition from one part of the education system to the next (e.g. from elementary to middle school) especially with regard to the curriculum.
Assessment	Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Teaching Effectiveness Program).
Assessment literacy	Knowledge about the basic principles of sound assessment practice, including terminology, the development and use of assessment methodologies and techniques, familiarity with standards of quality in assessment (Assessment Terminology: A Glossary of Useful Terms).
Best practices	Strategies, activities or approaches that have been shown through research and evaluation to be effective and/or efficient and are the most current.
Building capacity	Building abilities, relationships and values that will enable organizations, groups and individuals to improve

	their performance and achieve their development objectives (UNEP).
Caregiver	Parents, adoptive parents, and other significant adults who serve as the primary caregiver to young children.
Coaching	Provides ongoing consistent support for implementation and instruction. It is nonthreatening and supportive – not evaluative. It gives a sense of how good professional development is (IRA).
Coherence	The relationships that link the ideas in a text to create meaning for the readers.
Collaborative learning	Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994). It is through the talk that learning occurs.
Collaborative planning	Collaborative planning involves a group, team, or partnership of people working and learning together to do the following: • Plan curriculum, units, or lessons including classroom-based assessments • Examine student work • Examine teacher work • Plan use and evaluation of instructional practices • Develop school improvement plans using student data (ASCD)
Collaborative writing	Uses instructional arrangements in which adolescents work together to plan, draft, revise, and edit their compositions (Writing Next).
Comprehension	The reconstruction of the intended meaning of a communication; accurately understanding what is written or said (Harris, L. & Hodges, R.)
Comprehensive Literacy Instruction	Instruction that integrates reading, writing, listening, speaking, language, and technology across all content areas to promote critical thinking and learning.
Content area literacy	The level of reading and writing skill necessary to read, comprehend, and react to instructional materials in a given subject area (Handbook of Reading Research).
Content specific text	Text specific to a content area, such as math or Biology.
Content teachers	Teachers of content area classes, such as math or Biology.
Core curriculum	A predetermined body of skills, knowledge, and abilities taught to all students (Funderstanding).
Cultural literacy	Culturally literacy is the ability to understand and appreciate the similarities and differences in the customs, values, and beliefs of one's own culture the cultures of others (NCREL).
Curriculum	Anything and everything that teaches a lesson, planned or otherwise (Wilson).
Data-based decision making	Using and analyzing available information, such as test results, to make decisions about the direction and efficacy of aspects of the educational program.
Decoding	The ability to translate the alphabet letters into recognizable sounds and to use that knowledge to sound out and pronounce words (Naperville Community Unit School District).
Developmental delay	Any significant lag in a child's physical, cognitive, behavioral, emotional, or social development, in comparison with norms (Encyclopedia of Children's Health).
Developmental disability	A severe, chronic disability of an individual 5 years of age or older that: 1. Is attributable to a mental or physical impairment or combination of mental and physical impairments; 2. Is manifested before the individual attains age 22; 3. Is likely to continue indefinitely; 4. Results in substantial functional limitations in three or more of the following areas of major life activity:

	(i) Self-care; (ii) Receptive and expressive language; (iii) Learning; (iv) Mobility; (v) Self-direction;(vi) Capacity for independent living; and (vii) Economic self-sufficiency. 5. Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, supports, or other assistance that is of lifelong or extended duration and is individually planned and coordinated, except that such term, when applied to infants and young children means individuals from birth to age 5, inclusive, who have substantial developmental delay or specific congenital or acquired conditions with a high probability of resulting in developmental disabilities if services are not provided (Federal definition).
Developmentally appropriate practice	The teacher, school, or school district's selection of carefully selected curriculum based on the student's reasoning, communication, and interpretation skills, and on the student's ability to focus and interact in the classroom. These abilities and skills change over time, as students mature and develop. The selection of course content, instruction, and assessment techniques are important to maximize each student's potential in the classroom (Education.com).
Diagnostic assessment	An individually administered assessment designed to identify strengths and needs of a student (McKenna and Stahl, 2008).
Differentiated instruction	Procedures for assisting students in learning, providing options, challenging students, and matching resources to students to maximize their learning (Tompkins, G.).
Direct instruction	Taking students through the steps of learning systematically, helping them see both the purpose and the result of each step (Purdue University).
Disciplinary literacy	The specialized skills and codes that someone must master to be able to read, write, and think in the various disciplines (science, math, literature, history) and technical fields (Shanahan).
Discussion protocol	An organized method and set of rules for classroom discussion designed to maximize student learning and participation.
Diverse learners	Learners requiring additional support in the learning process (e.g. special education, English language learners, gifted, etc.)
Early Learning Guidelines	A resource development by the State of Alaska to provide guidance on children's development and learning.
Early Literacy	What children know about reading and writing before they actually learn to read and write. (NICHD definition) The process of building cognitive, language, and social-emotional skills needed for efficient reading skills. (Dr. Gabrielle Miller definition)
Engaging texts	Books that capture a reader's attention or imagination.
English language learners (ELL)	A person who is in the process of acquiring English and has a first language other than English
Environmental print	The print of everyday life, such as road signs and menus.
Evaluation	The systematic collection and analysis of data needed to make decisions.
Evidence-based practices	Practices for which original data have been collected to determine the effectiveness of the practice for students with disabilities (The Access Center).
Expert opinion	When a person's education, training, and experience provides an assessment, opinion, or judgment within the area of his or her competence, which is not considered known or available to the general public.
Explicit and systematic instruction	Explicit instruction and systematic refer to an instructional practice that carefully constructs interactions between students and their teacher. Teachers clearly state a teaching objective and follow a defined instructional sequence. Students move through the curriculum, both individually and in groups, repeatedly practicing skills at a pace determined by the teacher's measurement of student needs and progress (Swanson,

	2001).
Expressive and receptive language	The ability to convey (expressive) and take in and interpret (receptive) desired information.
Extension activities	Activities beyond the instructional time designed to reinforce student comprehension and other skills taught during that instructional time.
Family culture	The beliefs, traits, attitudes, ideas and ideals, and environment, which a person inherits or is influenced by his/her parents and ancestors.
Five areas of reading	Fluency, Phonics, Phonemic Awareness, Reading Comprehension, and Vocabulary
Flexible grouping	A method of splitting students into groups for class activities based on specific goals, interests, and learning needs, rather than grouping the students by ability (Education.com).
Fluency	Reading smooth, quickly, and with expression (Tompkins, G.).
Formative assessment	Assessment that may occur during the process of a unit or course intended to foster development and improvement within an ongoing activity or may occur in the form of an observation by the teacher of the student's progress.
Genre	A distinctive type of category of literary composition such as poetry, drama, or biography.
Graphic organizers	A visual representation of what the student is learning.
Guided practice	A teaching strategy used to reinforce and practice previous learning with the teacher or other (e.g. computer) as support to the student, making sure the concept or skill taught is understood and practiced correctly.
High quality professional development	A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement (NSCD).
Infant Learning Program	One of Alaska's leading resources on the first three years of life. Its aim is to strengthen and support families to promote the healthy development of infants and toddlers with special needs.
Inquiry activities	Activities that engage students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task (Writing Next).
Intervention	Services provided for a student that may modify the original curriculum, teaching approach, or group size to meet an individual's needs. The modifications may take many forms but usually will adjust the frequency, duration, and/or intensity of the service.
Job embedded professional development	Professional learning that occurs during the course of the usual activities of an educator's workday.
Kinesthetic learning	A learning style in which learning takes place by the student actually carrying out a physical activity, rather than listening to a lecture or watching a demonstration.
Literacy	The ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (The United Nations Educational, Scientific and Cultural Organization definition).
Literacy center	Literacy centers are areas in the classroom designed to allow students time for independent reading and writing practice. They are used to reinforce specific concepts. Literacy centers should contain meaningful, purposeful literacy activities that can be done individually or in small groups.
Literacy coach	A highly trained, school-based teacher who engages colleagues in collaborative problem-solving and inquiry-oriented conversations in order to change instructional practices that improve student achievement (Lyons, C. and Pinnell, G.).

Local Education Agency (LEA)	Local school districts.
Master schedule	The schedule of classes in a school.
Modeling	The act of a teacher or student serving as an example of a behavior from which other students can emulate or learn (Education.com).
Narrative skills	The ability to describe things and events and to tell stories.
Oral comprehension	Understanding what is heard.
Oral language	The expressive (speaking) and receptive (listening) aspects of language.
Organizational culture	The set of beliefs, values, and norms, together with symbols like dramatized events and personalities that represents the unique character of an organization, and provides the context for action in it and by it (G. Morgan).
Outcome assessment	A process conducted to gauge a program's educational quality and to engage into continual teaching and learning improvement (Makteam).
Peer observations	When people are observed by someone at the same level, usually meaning a fellow teacher rather than an administrator. The person who observes then gives feedback to the one observed.
Performance-based assessment	Direct, systematic observation of an actual student performance or examples of student performances and rating of that performance according to pre-established performance criteria (Weins, M.S.).
Phoneme	The units of speech that make up words.
Phonemic awareness	The understanding that spoken language is composed of phonemes, or speech sounds. It involves the ability to blend, segment, and manipulate phonemes in spoken words. It is an auditory process that does not involve the use of print (CORE – Teaching Reading Sourcebook).
Phonics	The connection of the sounds of spoken English with letters or groups of letters and the blending of the sounds of letters together to produce approximate pronunciations of unknown words (International Communication Learning Institute).
Phonological awareness	Involves the ability to notice, or manipulate, the individual sounds in words.
Play (interactive/cooperative)	Play is a vehicle for a child's development, strengthens cognitive capacities, including sustained attention, memory, logical reasoning, language and literacy skills, imagination, creativity, understanding of emotions, the ability to reflect on one's own thinking, restrain impulsivity, control one's behavior, and take another person's perspective.
Primary language	The language first taught and most used in the home.
Professional development	A comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement (Learning Forward).
Professional Learning Communities (PLCs)	Teams of educators systematically working together to improve teaching practice and student learning. Research suggests that such learning communities are characterized by the following: • supportive and shared leadership • shared values and vision • collective responsibility for students' learning • the promotion of personal reflection and team collaboration • supportive physical and personal conditions (Education World)
Progress monitoring	The process of collecting and evaluating data to make decisions about the adequacy of student progress toward

	a goal (Center on Instruction).
Prosody	This component of reading fluency stresses the appropriate use of phrasing and expression (Rasinski, T.).
Rate	The speed at which a person reads, generally measured as words per minute or words correct per minute (NECAP).
Revised Alaska Developmental Profile (RADP)	Required by the state for all children entering kindergarten or first grade for the first time. The purpose of the profile is to identify, record, and summarize the skills and behaviors students demonstrate. The RADP correlates to thirteen specific goals of the Alaska Early Learning Guidelines, five of which are literacy related.
Reciprocal conversations	Two-way conversation in which both parties practice active listening and reflection.
Retelling	Post-reading or post-listening recalls in which readers or listeners tell what they remember (Kalmback, 1986).
Rubric	An established set of criteria for scoring or rating students' performance on tests, portfolios, writing samples, or other performance tasks (Weins, M.S.).
Running records	An assessment tool used to monitor and analyze a student's reading process by recording the reader's oral reading exactly as it is performed (Education.com).
Scaffolded instruction	Instruction builds upon prior knowledge of a concept, or part of that concept, when introducing new information to increase the student's level of understanding of the new concept.
Scientifically-based research	Data exist that show improvement for students who used the program compared to students who did not use the program. • Applies systematic, empirical methods of data collection drawing on observation and/or experimentation. • Uses measurements or observation that provides reliable, valid data. • Involves rigorous data analyses, testing hypothesis and justifying conclusion. • Ensures the studies are presented with detail and clarity to allow for replication. • Accepted by a peer-reviewed journal or panel of independent experts. (NCLB)
Screening assessment	Screening is a method of data collection for determining how each student is performing in a given area, compared to peers of their age. It is an initial step in instructional decision-making and is critical to identify needs early.
SEED Early Childhood Professional Development Plan	The plan is intended for multiple sectors of the early care and education workforce including child care, Head Start, pre-kindergarten, early intervention and home visitor programs. Aspects of the plan may also be useful for school-age care and friend, family and neighbor care. This plan will be useful for all people who work with young children, though it may not be their primary profession. This could include community groups, parents, volunteers, religious organizations and others. In addition to those who work in the childcare workforce, policy makers and administrators will benefit from the articulation of a professional development plan as they seek to make decisions that benefit young children in Alaska.
SEED Registry	The SEED Registry is Alaska's recognition system for Early Childhood Educators. As a core component of Alaska's System for Early Education Development (SEED), the Registry provides the vital link between various

	aspects of the Professional Development System within Alaska. The Registry has four main purposes that will help to improve the field of early care and education standards: • Collecting statewide data on our workforce • Bringing recognition and professionalism to the field of early care and education • Informing policy makers about the early care and education workforce • Tracking individual advancement on the Early Childhood Professional Development Framework for practitioners
Self-directed learning	Self-directed learning is the method used when a learner, rather than an institution, controls both the learning objectives and the means of learning. It is a continuous process, often informal, and an important factor in lifelong learning (Spears).
Sentence combining	Involves teaching students to construct more complex, sophisticated sentences (Writing Next).
Shared leadership	A partnership model wherein all stakeholders (students, parents, teachers, administrators) become school leaders in some ways and at some times as the school moves forward together toward the accomplishment of a shared goal (Moxley, 2000).
Social language conventions	Shared meaning around the words associated with conversations.
State Education Agency (SEA)	The Alaska Department of Education and Early Development
Summarization	Involves explicitly and systematically teaching students how to condense large amounts of text into several key concepts.
Summative assessment	The final evaluation of the degree to which the goals and objectives of a program have been attained (Harris, T. and Hodges, R.).
Tiered instruction and intervention	A model in which the instruction and interventions delivered to students varies on several dimensions that are related to the nature and severity of the student's difficulties (RTI Action Network).
Universal screening	A process in which all students are assessed to identify those at risk for failure.
Vocabulary	The words we must know to communicate effectively (NICHD).
Writing process	A process that interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing -- pre-writing, planning, drafting, revising, editing (Writing Next).

Appendix B

Resources Consulted

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