Expanding the Alaska Reads Act Through Literacy Efforts for Children from Birth to Grade 12

$50 million

Projected 5-Year Grant Award

PROJECT OVERVIEW

The Alaska Department of Education and Early Development (DEED) is delivering high-quality, evidence-based literacy instruction to improve literacy achievement for all. The project has the following goals: 1) increase reading and English language arts achievement for all students; 2) enhance student engagement in learning; and 3) expand educational opportunity and access for all students. The project includes literacy coaching for ongoing professional learning within a multi-tiered system of supports (MTSS) framework, as well as partnerships with institutions of higher education to incorporate evidence-based practices in professional development and preservice preparation programs.

PROJECT OBJECTIVES

1. Implement local comprehensive literacy instruction plans.
2. Provide professional development in evidence-based literacy instruction.
3. Support educational leaders in MTSS implementation.
4. Train early childhood educators and parents in oral language foundations for literacy and language instruction.
5. Provide professional development and coaching in evidence-based literacy practices.
6. Promote evidence-based family engagement strategies.
7. Provide guidance on effective universal instruction.
8. Provide professional development and coaching support to meet educator learning needs.
9. Offer information, resources, and support for acceleration and intervention practices.
10. Support staff professional development in evidence-based family engagement strategies.

ANTICIPATED OUTCOMES

1. Ensure that K–3 students will meet benchmark targets on end-of-year literacy assessments.

Increase the percentage of:

2. Pre-K students meeting early literacy skill targets before entering kindergarten.

3. K–3 students performing at or above benchmark on literacy screener measures.

4. Grade 3–9 students scoring at or above proficient on the State's English language arts assessment, overall and among English learners (ELs), and students with disabilities.

Increase:

5. The number of schools exiting Comprehensive Support and Improvement and Targeted Support and Improvement status.

Decrease:

6. The percentage of K–3 students performing below or well below benchmark.

Project Activities

Evidence-Based Activities

For Early Reading

- Develop awareness of the segments of sounds in speech and how they link to letters.
- Teach students to decode words, analyze word parts, and write and recognize words.
- Use shared book reading to develop print concepts, language, and world knowledge.
- Teach students how to use reading comprehension strategies.

For Vocabulary

- Teach sets of vocabulary words intensively across several days using a variety of instructional activities.
- Provide high-quality vocabulary instruction throughout the day.
- Provide direct and explicit vocabulary instruction.
- Teach essential content words in depth.
- Intentionally plan activities to build children's vocabulary and knowledge of letters and sounds.

Evidence-Based Activities (continued)

For Writing

- Explicitly teach appropriate writing strategies using a model-practice-reflect instructional cycle.

- Teach students to use the writing process for a variety of purposes.

Across the Curriculum

- Integrate oral and written English language instruction into content-area teaching.

Additional Activities

- Initiate the Administrator MTSS Professional Learning & Coaching Network.

- Provide professional development to educators and administrators on MTSS and comprehensive literacy instruction.

- Update and manage the State website for dissemination of literacy-related resources.

Partnerships

Collaborate with institutions of higher education to review and make recommendations for pre-service literacy instruction programs aligned with research.

State CLSD Website

Alaska Comprehensive Literacy State Development website