

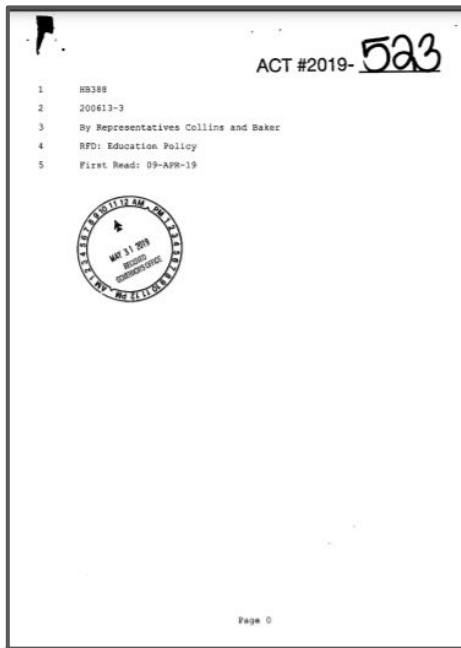


The Alabama Literacy Act & Its Impact on Alabama Classrooms



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The Spirit of the Alabama Literacy Act

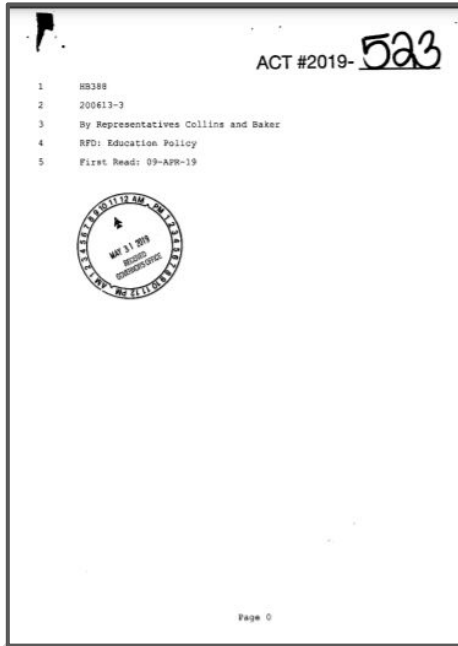


Turn to your shoulder partner(s) and
talk about what the
Alabama Literacy Act embodies?



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The Spirit of the Alabama Literacy Act



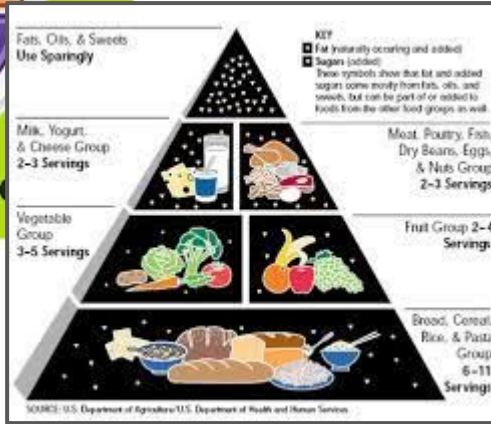
Let's look at the wording from the law that outlines the purpose.

“Relating to public education; to establish the Alabama Literacy Act; to **implement steps to improve the reading proficiency** of public school **kindergarten to third grade** students and ensure that those students are **able to read at or above grade level** by the end of the third grade by **monitoring** the progression of each student from one grade to another, in part, by his or her proficiency in reading.



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Healthy Choices for Literacy



Just as we have to make healthy choices for what we put in our bodies to have the most healthy outcome, the same is true for literacy.



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Alabama Literacy Act Healthy Plate

The Alabama Literacy Act provides a
STRUCTURE
for making healthy choices for literacy.



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Alabama Literacy Act Healthy Plate

Comprehensive Core
Reading Programs based
on the Science of Reading



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Reading League Curriculum Evaluation Tool



CURRICULUM EVALUATION TOOL



This curriculum evaluation tool features components that align with the Simple View of Reading (Gough & Tunmer, 1986) and Scarborough's Rope (Scarborough, 2001). Word Recognition and Language Comprehension are broken down into subcomponents and writing and spelling as well as assessment are included.

Green Flags indicate instructional practices that are aligned with the science of reading.
Red Flags indicate instructional practices that are not aligned with the science of reading.


If the curriculum you are evaluating features a particular Red Flag, place an X in the adjacent red box. If many/most of the red boxes are checked for a particular component, it is likely that the program is not aligned with the Science of Reading. Keep searching!

NOTES: This tool is to be considered a "living document" meaning that it will be periodically updated based on user feedback, suggestions for optimizing use, etc. We thank those who contributed to its content.

THE SIMPLE VIEW OF READING



Scarborough's Reading Rope (2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

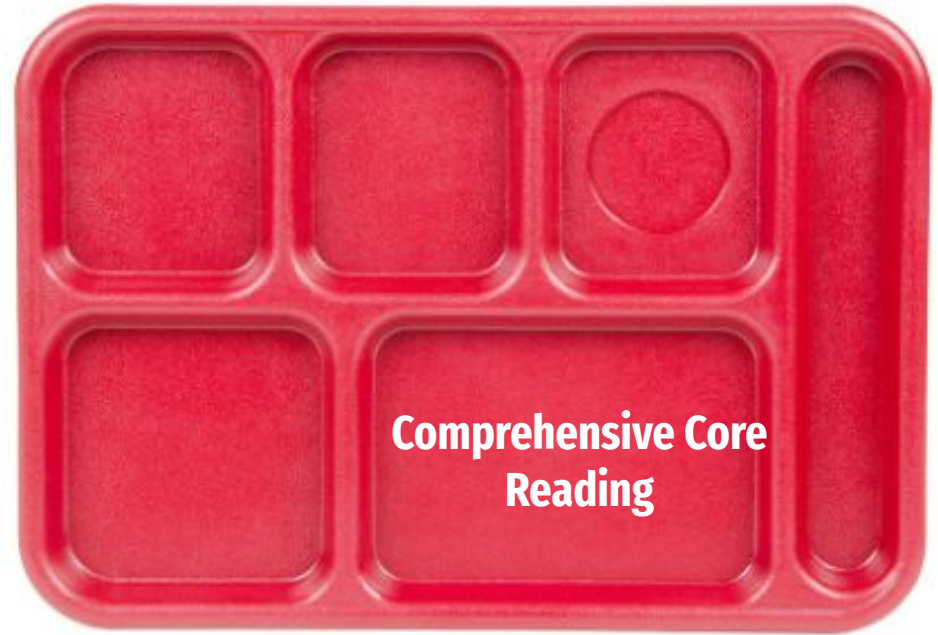
K-2 August 2020 Copyright The Reading League 2020



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Alabama Literacy Act Healthy Plate

The **Literacy Task Force** has vetted two that meet the Science of Reading Requirements.



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Alabama Literacy Act Healthy Plate

The **science of reading** is a vast, interdisciplinary body of **scientifically-based research** about reading and issues related to **reading and writing**. This research has been **conducted over the last five decades** across the world, and it is derived from **thousands of studies** conducted in **multiple languages**.

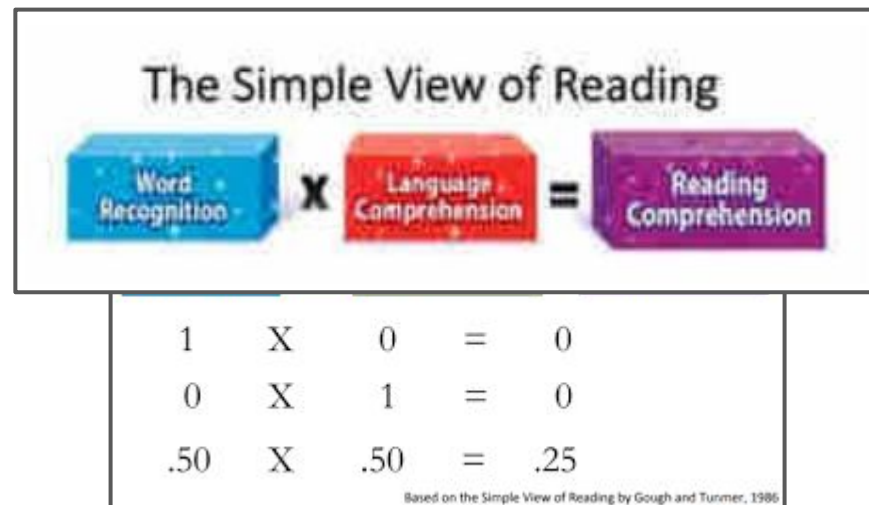
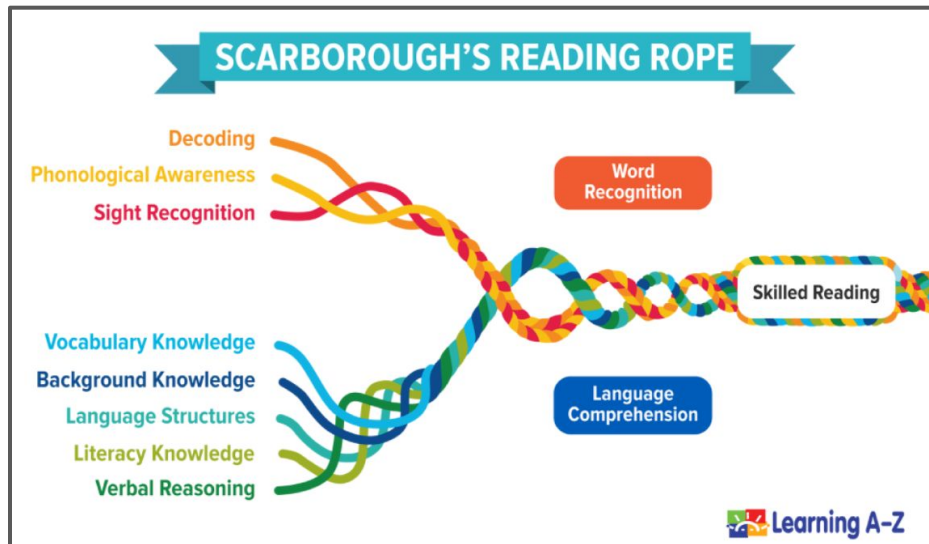
The science of reading has culminated in a **preponderance of evidence** to inform **how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach** and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

~The Reading League



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Alabama Literacy Act Healthy Plate



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Assessments



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Assessment Programs Approved by the ALSDE



Amplify

mCLASS®

Curriculum Associates



Star CBM



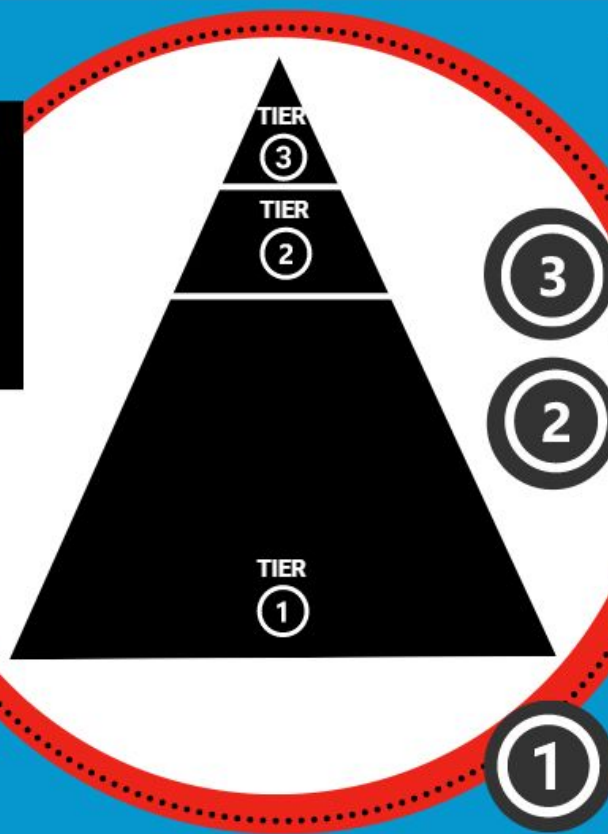
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Literacy Instructional Materials

Utilizing Approved Reading Materials

Early Years Literacy Assessment Results Should Continuously Be Used Across Tiers with Ongoing Formative & Benchmark Testing



Dyslexia Specific Intervention

Structured literacy with explicit, direct instruction that is systematic, sequential, and cumulative in language development and address the key components of literacy.

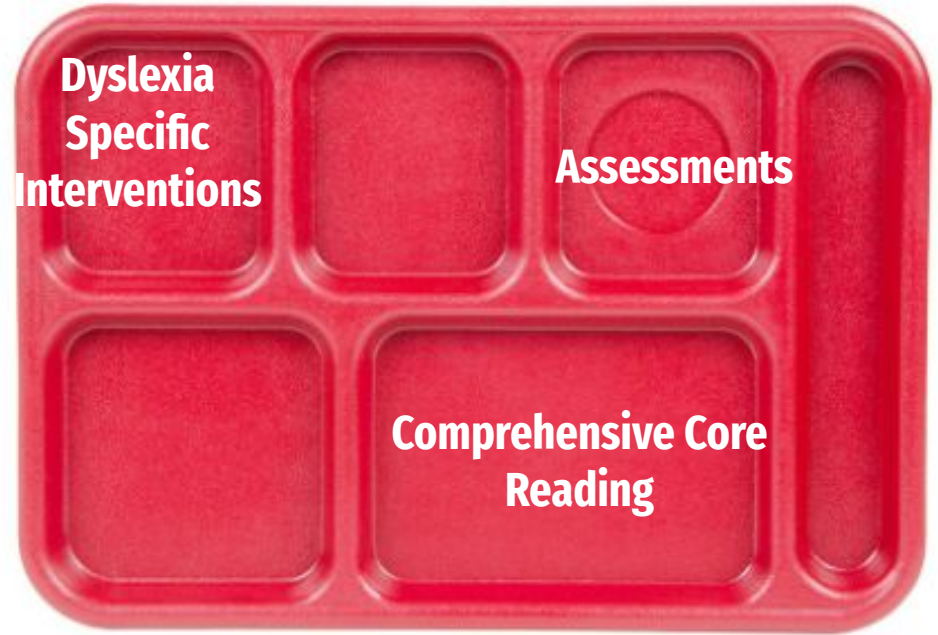
Reteaching of Comprehensive Core with more examples or Additional Resources

Comprehensive Core Program

Scientifically based reading instruction on key literacy components and multisensory language instruction. The Reading League Curriculum Evaluation Tool was used to guide the evaluation of each program.

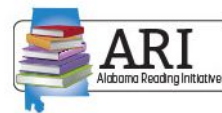
Alabama Literacy Act Healthy Plate

Dyslexia Specific
Interventions



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You Should Have at Least One of the Approved Dyslexia Specific Interventions



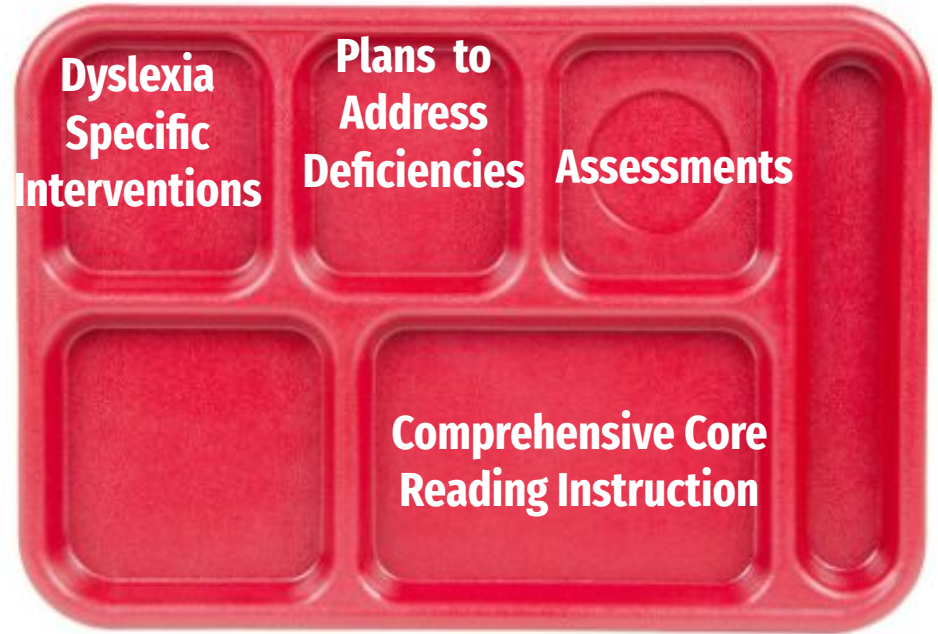
<u>Dyslexia Specific Intervention Programs</u>	
<u>Recommended by the Literacy Task Force</u>	<u>Additional Approved Programs</u>
<ul style="list-style-type: none">• Take Flight (Scottish Rite for Children)• SPIRE (School Specialty)• Project Reading (Language Circle Enterprises)• Phonics First (Brainspring)	<ul style="list-style-type: none">• Reading Horizons• Read Well (Voyager)• Sonday System 1 & 2 (Winsor Learning)• IMSE (Institute for Multi-Sensory Education)• Sound Partners (Voyager)



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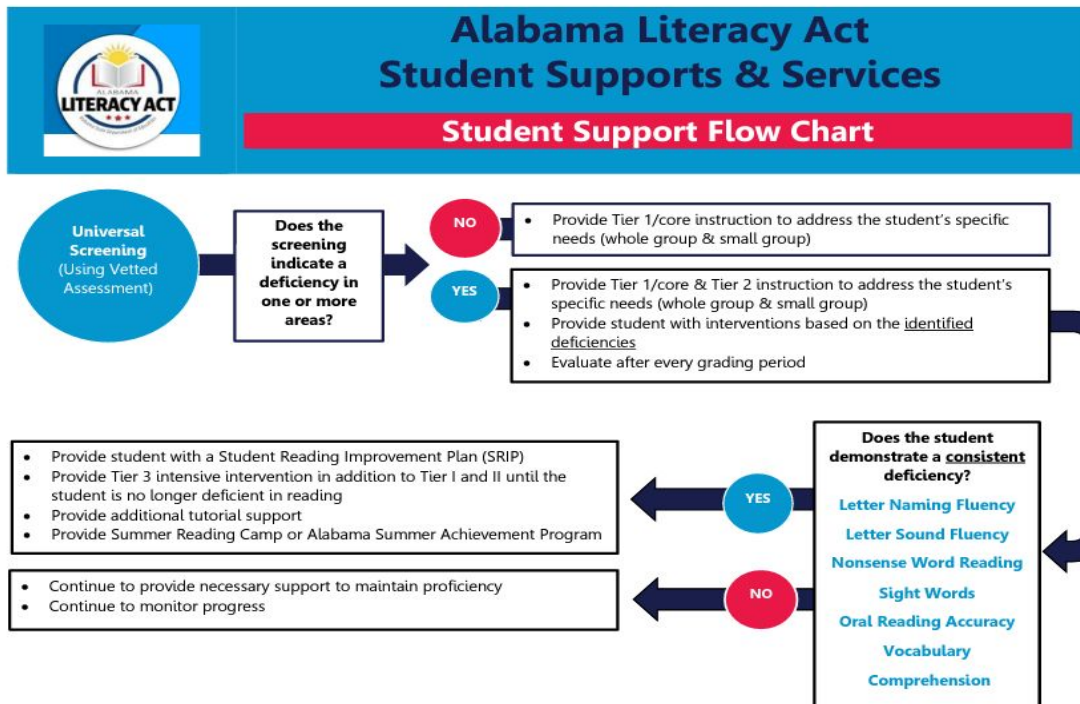
Alabama Literacy Act Healthy Plate

Plans to Address
Deficiencies



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IDENTIFYING READING DEFICIENCIES



Provide Tier 1 & 2 instruction and provide intervention based on identified deficiency.

(Reviewing assessment data should be reviewed each grading period at a minimum.)



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The reading improvement plan shall

- ## SAMPLE STUDENT READING IMPROVEMENT PLAN (SRIP) TEMPLATE

*(This template contains elements of the Alabama Literacy Act, and supports a Problem Solving Process for Reading, Mathematics and/or Behavior.)
Page 1 is baseline information. Page 2 is evidence based support. Page 3 is a plan of action with goals, progress monitoring, & parent communication. NOTE: The SRIP plan may be included in another plan as long as it contains all of the necessary elements per the Alabama Literacy Act.*

Student Name:	Teacher/School:	Date:			
Face-to-Face / Blended/Remote (circle one)					
Retention	Special Populations	School Attendance/Current Grade			
List Grade and School year (if applicable) Grade _____ School Year _____	<input type="checkbox"/> Check below if applicable to the student and write eligibility date for specified service: <input type="checkbox"/> Special Education/IEP _____ <input type="checkbox"/> ELL/ELP _____ <input type="checkbox"/> SQA _____ <input type="checkbox"/> Characteristic of Dyslexia _____ <input type="checkbox"/> Other _____	Face-to-Face <input type="checkbox"/> # Tardies _____ <input type="checkbox"/> # Absences _____ Remote <input type="checkbox"/> # Tardies: Google Meet/Zoom _____ <input type="checkbox"/> # Absences: Google Meet/Zoom _____ Grade: _____ Reading: _____ Math: _____ Behavior: _____			
Circle Screening Data Source: AIMSWEB Amplify iReady iStation JMAPS Renaissance (Attach Individual Student Report)					
Screening Deficiency Area(s)* <small>(Check all that apply)(benchmark or progress monitoring) (Add after each quarter to indicate current deficiencies)</small>	Q1	Q2	Q3	Q4	Parent Literacy Support
Letter Naming					<input type="checkbox"/> Parent Notification Letter <input type="checkbox"/> Date Sent: _____ <input type="checkbox"/> Date of Request to Discuss Plan: _____ <input type="checkbox"/> Parent Response <input type="checkbox"/> I will not be able to attend the meeting. <input type="checkbox"/> I will be in attendance at the school. <input type="checkbox"/> I will be in attendance via Google Meet. <input type="checkbox"/> I will be in attendance via phone conference. <input type="checkbox"/> Please reschedule. <input type="checkbox"/> Please consider: _____
Letter Sounds					Target deficit areas noted: <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension <input type="checkbox"/> Number Sense & Counting <input type="checkbox"/> Calculation <input type="checkbox"/> Place Value Understanding <input type="checkbox"/> Word Problems <input type="checkbox"/> Formal Written Numeracy <input type="checkbox"/> Behavior
Homophone Word Fluency					
Oral reading accuracy					
Vocabulary					
Comprehension					
Sight Word					
Number Sense					
Measurement and Analysis					
Geometry					
Computation & Algebraic Thinking					
Behavior Baseline					

Sample Template Updated 03/03/2021 1

Parent Resources

☐ Reading At-Home Parent Activities (QR Code to the left)
☐ Mathematics: AMST Family Success Guides (QR Code to the right)
☐ Other: _____

Problem Solving Team Members for Initial Plan (Printed and Signatures)

(Must include the teacher/principal, other permanent school personnel, and the parent or legal guardian at a minimum for SRIP per the ALA.)

Name	Date:

Time: _____

Sample Template Updated 03/03/2021 2



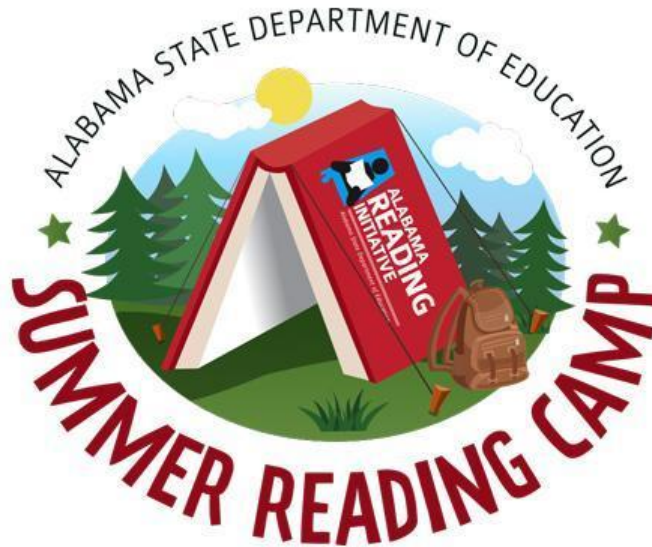
Additional Intervention Support

Offer Summer Reading Camp to all K-3rd grade students with a Student Reading Improvement Plan (SRIP).

Full Support Schools must invite all K-3 students regardless of deficiency status

Summer reading camps, at a minimum, shall include **70 hours of time in scientifically based reading instruction and intervention.**

Third grade students with a deficiency shall be offered before and/or afterschool tutoring.



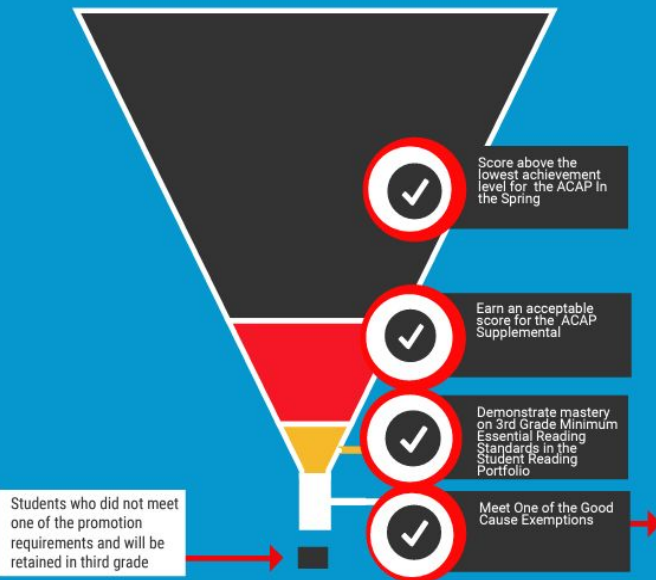
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Grade Level Ready Performance Outcomes

Promotion Based Decisions

Third graders are promoted to fourth grade if they meet one of the following:



Good Cause Exemptions

Students with disabilities whose Individual Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with state law.

Students identified as English language learners who have had less than two years of instruction in English as a second language.

Students with disabilities who participate in the statewide English language arts reading assessment and who have an Individual Education Plan or a Section 504 plan that reflects that the student has received intensive reading intervention for more than two years and who still demonstrates a deficiency in reading and was previously retained in kindergarten, first grade, second grade, or third grade.

Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading and who were previously retained in kindergarten, first grade, second grade, or third grade for a total of two years.

ALA Page 22



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ACAP Reading Cut Score Recommendations

To Be Voted on at the November 10 State Board of Education Meeting

<u>Grade 2</u>	<u>Grade 3</u>
Below 448	Below 452
22%	23%
These students would have a portfolio started on them according to the portfolio guidance by the Literacy Task Force.	These students would have needed an alternative path to promotion if the ALA had been fully in effect. This could be through: <ul style="list-style-type: none">• ACAP Supplemental• Portfolio• Good Cause for Promotion



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Alabama Literacy Act Healthy Plate

Families



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ALSDE and Alabama Family Central Helping Families

OPEN NO

Important information from the Alabama State Department of Education concerning your child the Alabama Literacy

For families with students:

- Kindergarten
- First Grade
- Second Grade
- Third Grade

Alabama Literacy Assessment (ALA) is a standardized test that measures a student's reading skills. It is used to determine if a student is ready to move on to the next grade level. The test is given at the end of each school year. Students who do not pass the test may need to receive additional instruction and support. Families should receive results of the test and discuss them with their child's teacher. Families should also discuss the results with the student and encourage them to continue to work hard and improve their reading skills.

Alabama Literacy Assessment (ALA) is a standardized test that measures a student's reading skills. It is used to determine if a student is ready to move on to the next grade level. The test is given at the end of each school year. Students who do not pass the test may need to receive additional instruction and support. Families should receive results of the test and discuss them with their child's teacher. Families should also discuss the results with the student and encourage them to continue to work hard and improve their reading skills.

Frequently Asked Questions

FOR K-3 FAMILIES

Why focus on literacy?

By 3rd grade, students must be proficient in foundational reading skills in order to comprehend texts. If they are unsuccessful, they will have difficulty understanding grade level reading material. As a result, students begin to fall further behind each year. Students also need strong reading skills in order to learn other school subjects such as science, social studies, writing, and even math.

How will families be informed about their child's progress?

Each student in kindergarten through 3rd grade will have higher reading assessed at the beginning, middle, and end of the school year. These assessments will identify students who need intensive reading instruction and intervention. This information is shared with the teacher to help them tailor instruction to meet individual student needs. Families should receive these results in writing within a designated time frame.

How will schools help students who are retained in 3rd grade because the promotion requirement?

Students retained in 3rd grade will receive more intensive reading intervention services including:

- Reading instruction provided by a highly effective teacher.
- Dedicated time each day for intensive reading instruction.
- Reading instruction that is grounded in the science of reading.
- Frequent monitoring to help ensure students are progressing and on track to meet grade-level reading standards.
- A Families Read-at-Home Plan.

Beginning in the 2025 sufficient reading skill

<https://drive.google.com/drive/folders/1VD9eKzgrmFc9bVGKMpo63KsmGOUjkG8J?usp=sharing>

PREGUNTAS FRECUENTES PARA FAMILIAS K-3

¿Por qué se centra en la alfabetización?

Para el 3er grado, los estudiantes deben ser competentes en habilidades básicas de lectura. Si no lo son, tendrán dificultades para comprender los textos de nivel de grado. Como resultado, los estudiantes comienzan a quedarse atrás cada año. Los estudiantes también necesitan fuertes habilidades de lectura para aprender otras materias escolares, como ciencias, estudios sociales, escritura e incluso matemáticas.

¿Cómo se informará a las familias sobre el progreso de su hijo?

Cada estudiante en kindergarten hasta el 3er grado tendrá una evaluación de lectura más alta en el principio, en el medio y al final del año escolar. Estas evaluaciones identificarán a los estudiantes que necesitan instrucción de lectura intensiva e intervención. Esta información se comparte con el maestro para ayudarlos a adaptar la instrucción a las necesidades de cada estudiante. Las familias recibirán estos resultados por escrito dentro de un tiempo designado.

¿Cómo ayudarán las escuelas a los estudiantes que se retienen en 3er grado debido al requisito de promoción?

Los estudiantes retenidos en 3er grado recibirán servicios de intervención de lectura más intensivos, que incluyen:

- Instrucción de lectura proporcionada por un maestro altamente efectivo.
- Tiempo dedicado cada día para la instrucción de lectura intensiva.
- Instrucción de lectura basada en la ciencia de la lectura.
- Monitoreo frecuente para ayudar a garantizar que los estudiantes estén progresando y en camino de cumplir con los estándares de lectura de nivel de grado.
- Un plan de lectura en casa para las familias.

常見問題解答

為什麼要專注於 literacy?

到了三年級，學生必須具備基礎閱讀技能，才能理解年級水平的閱讀材料。如果他們不具備這些技能，他們將難以理解年級水平的閱讀材料。結果，學生開始每年進一步落後。學生還需要強大的閱讀技能來學習其他學科，如科學、社會研究、寫作，甚至數學。

家長將如何了解孩子的學習進度？

從幼兒園到三年級，每名學生都將在學年初、學中及學年末進行高年級閱讀評估。這些評估將識別出需要密集閱讀教學和干預的學生。這項信息將與老師分享，以幫助他們根據個別學生的需求調整教學。家長將在規定的時間內收到書面結果。

如果學校幫助在三年級因晉升要求而被留級的學生，他們將如何幫助學生？

留在三年級的學生將接受更密集的閱讀干預服務，包括：

- 由高效教師提供的閱讀教學。
- 每天專用於密集閱讀教學的時間。
- 基於閱讀科學的閱讀教學。
- 頻繁監控，以確保學生正在進步並符合年級閱讀標準。
- 家庭閱讀計劃。

Các câu hỏi thường gặp

DÀNH CHO CÁC BÀ BỐNH CÓ CON HỌC MẦM NON ĐẾN LỚP 3

Tại sao phải tập trung vào đọc viết?

Đến năm lớp 3, học sinh phải đạt được các kỹ năng cơ bản về đọc để hiểu được các tài liệu học tập. Nếu không, họ sẽ gặp khó khăn trong việc hiểu các tài liệu học tập. Kết quả, học sinh bắt đầu tụt lại phía sau mỗi năm. Học sinh cũng cần kỹ năng đọc tốt để học các môn học khác như khoa học, xã hội, viết, và thậm chí là toán.

Làm thế nào để gia đình được thông báo về tiến độ của con?

Mỗi học sinh từ mẫu giáo đến lớp 3 sẽ được đánh giá kỹ năng đọc cao hơn ở đầu, giữa và cuối năm học. Những đánh giá này sẽ xác định học sinh nào cần được dạy đọc kỹ lưỡng và can thiệp. Thông tin này được chia sẻ với giáo viên để giúp họ điều chỉnh việc dạy học cho từng học sinh. Gia đình sẽ nhận được kết quả này bằng văn bản trong một khoảng thời gian nhất định.

Trường học sẽ giúp học sinh nào bị giữ lại ở lớp 3 vì yêu cầu tiến độ?

Học sinh bị giữ lại ở lớp 3 sẽ nhận được các dịch vụ can thiệp đọc kỹ lưỡng hơn, bao gồm:

- Giáo viên dạy đọc hiệu quả cao.
- Thời gian dành riêng cho việc dạy đọc kỹ lưỡng hàng ngày.
- Phương pháp dạy đọc dựa trên khoa học về việc dạy đọc.
- Giám sát thường xuyên để đảm bảo học sinh đang tiến bộ và đạt được các tiêu chuẩn đọc của năm học.
- Kế hoạch đọc tại nhà cho gia đình.

الأسئلة المتداولة

لماذا نركز على القراءة والكتابة؟

في الصف الثالث، يجب أن يكون الطلاب قادرين على فهم النصوص المدرسية. إذا لم يكونوا قادرين على ذلك، سيكون لديهم صعوبة في فهم المواد الدراسية. نتيجة لذلك، يبدأ الطلاب في التأخر كل عام. الطلاب يحتاجون أيضًا إلى مهارات قرائية قوية للتعلم في مواد أخرى مثل العلوم، الدراسات الاجتماعية، الكتابة، وحتى الرياضيات.

كيف سيتم إعلام الأسر بتقدم أطفالهم؟

يتم تقييم كل طالب من الصف الأول حتى الصف الثالث في مهارات القراءة المتقدمة في البداية، في المنتصف وفي نهاية العام الدراسي. هذه التقييمات تحدد الطلاب الذين يحتاجون إلى تعليم القراءة المكثف والتدخل. هذه المعلومات تشارك مع المعلمين لمساعدتهم على تكييف التدريس لتتناسب مع احتياجات كل طالب. سيتم إرسال هذه النتائج بالخطاب في وقت محدد.

كيف ستساعد المدارس الطلاب الذين يتم إبقاؤهم في الصف الثالث بسبب متطلبات الترقية؟

الطلاب الذين يتم إبقاؤهم في الصف الثالث سيحصلون على خدمات تدخلية للقراءة أكثر كثافة، بما في ذلك:

- تعليم القراءة المقدم من قبل معلمين ذوي كفاءة عالية.
- وقت مخصص يوميًا للتعليم المكثف للقراءة.
- تعليم القراءة القائم على الأدلة العلمية.
- مراقبة متكررة لضمان تقدم الطلاب وتحقيق المعايير القرائية السنوية.
- خطة لقراءة في المنزل للأسر.

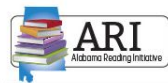


ALABAMA DEPARTMENT of EDUCATION

Family & Community Specialist and Newsletter

ARI's Twelve Days of Literacy

A Gift For Families



Our Mission

The Alabama Reading Initiative (ARI) is a statewide K-3 initiative committed to supporting the development of high-quality instruction that will prepare all students with the literacy skills needed to meet or exceed grade-level standards. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students.

Tis' the season for giving!

The Alabama Reading Initiative is excited to share twelve days of literacy activities with families this season. Let's keep the spirit of the season alive with some fun! Take a look at these exciting literacy activities to keep your child engaged this holiday season!

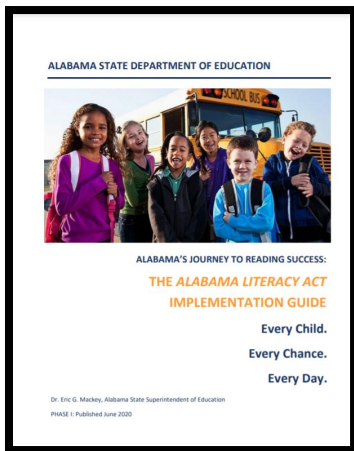


Here Are Your 12 Days of Literacy Activities!



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Parent Notification of Deficiency



Pages 128-132

1. A statement that the student has been identified as having a deficiency in reading or exhibits the characteristics of dyslexia
2. Notice that a reading improvement plan shall be developed by the teacher, principal, other pertinent school personnel, and the parent or legal guardian.
3. A description of the current services that are provided to the student.
4. A description of the proposed evidence-based reading interventions and supplemental instructional services and supports that shall be proposed for discussion
5. Notification that the parent or legal guardian shall be informed in writing at least monthly of the progress of the student towards grade level reading.
6. Strategies and resources for the parent or legal guardian to use at home to help the student succeed in reading.
7. A statement that if the reading deficiency of the student is not addressed by the end of third grade, the student will not be promoted to fourth grade unless a good cause exemption is satisfied.
8. A statement that while the statewide reading assessment is the initial determinant for promotion, the assessment is not the sole determiner at the end of third grade.
9. Students shall be provided with a test-based student portfolio option and an alternative reading assessment option to demonstrate sufficient reading skills for promotion to fourth grade.



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Alabama Literacy Act Healthy Plate

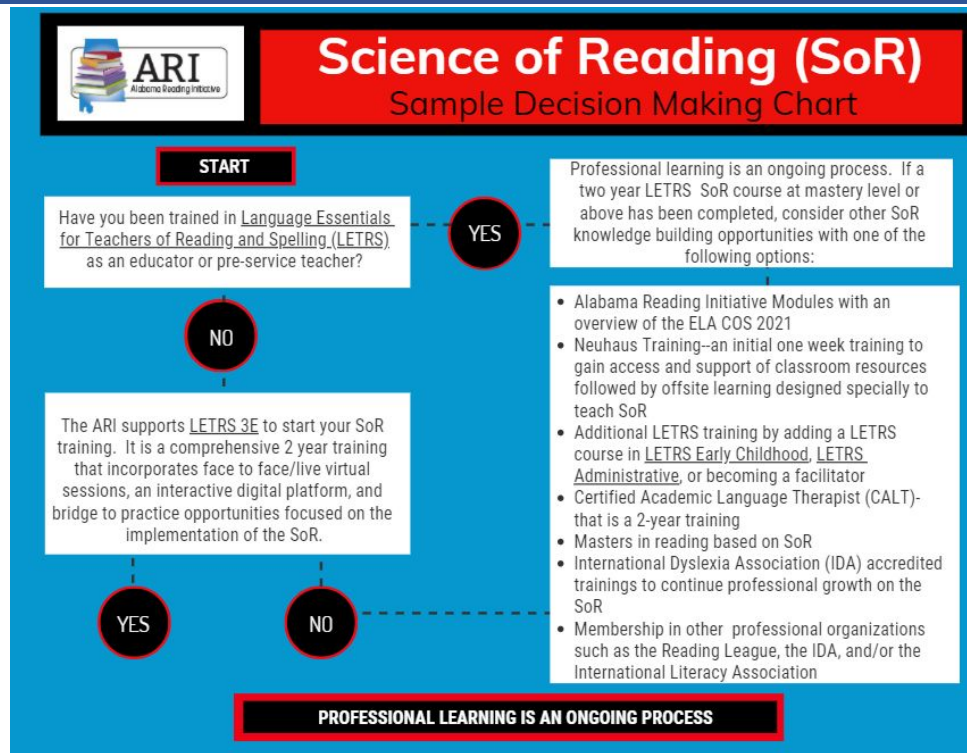
Professional Learning



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Sample Ongoing Professional Learning

- Language Essentials for Teachers of Reading & Spelling (LETRS)
 - Elementary
 - Early Childhood
 - Administrative
- ARI Structured Literacy Overview Modules
- Neuhaus Training
- Certified Academic Language Therapist (CALT) Certification
- Masters Degree in reading based on SoR
- International Dyslexia Association (IDA) Accredited Trainings
- Membership offerings from Professional Organizations that support SoR
- Dyslexia Awareness Modules



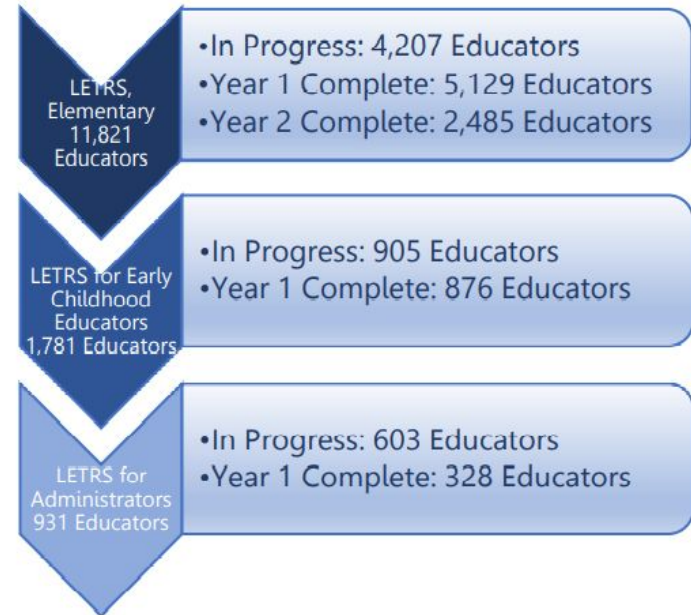
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LETRS Professional Learning

Language Essentials for Teachers of Reading and Spelling (LETRS) Training is a dynamic, blended model of professional development for instructors of reading, spelling and related language skills, that accelerates teacher knowledge by translating the science of reading research into practical guidance. The Alabama LETRS project began in 2018 with approximately 200 educators from across the state. Since its inception, over 14,500 courses have begun.



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***Note: One educator may have completed multiple courses.**

University Adjustments to Professional Learning

- Literacy Task Force Representation
- CALT Preparation Programs
- CALT Endorsement Incentives
- Collaborative processes for accreditation with support from Barksdale Institute
- Credit Hours in SoR
- Continuum of Teacher Development, RIC influence, and PL Activities to support

Institutions of Higher Education and the Alabama Literacy Act

Page	ALA excerpt	Topic
4	8 (9) One dean of a college of education appointed by 9 the Alabama Commission on Higher Education.	Literacy Task Force representation
29	5 (2) Teacher preparation programs at public colleges 6 and universities in the state shall offer dyslexia therapy 7 teacher preparation courses that are approved by the 8 International Multisensory Structured Language Education 9 Council or the International Dyslexia Association. 10 Multi-institutional consortia or affiliations to assure access 11 to these courses is acceptable.	CALT preparation courses—IMSLE or IDA
29	12 (3) Subject to appropriations from the Legislature, 13 the State Superintendent of Education and the Alabama 14 Commission on Higher Education shall develop and approve a 15 dyslexia therapist endorsement incentive, which shall be 16 available to teachers who attain the dyslexia therapist 17 endorsement, with direct student contact . The State 18 Superintendent of Education shall construct parameters for 19 earning the dyslexia therapist endorsement incentive.	CALT endorsement incentive https://www.alabamaachieves.org/wp-content/uploads/2021/08/Certified-Academic-Language-Therapist-CALT-ETF-Appropriations-Bill-Act-2021-342.pdf

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Alabama Literacy Act Healthy Plate

Coaching assists in carrying the tray



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Coaching

Joyce and Showers research of 2002 demonstrated the importance of coaching in order to **support transfer to practice of new knowledge**.

Professional Development AND Ongoing Coaching & Support















	% of Learners who will...		
Components of Training	...know how to do it	...be able to do it	...do it consistently in daily practice
Presentation/Lecture	10%	5%	0%
+Presenter Modeling	30%	20%	0%
+Participant Practice & Feedback	60%	60%	5%
+Ongoing Coaching & Admin Support	95%	95%	95%

Joyce & Showers, 2002



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Even the Best in the World Need Coaching

Manager & Coaches		Position
	Brien Snitker 43	Manager
	Walt Weiss 4	Bench Coach
	Rick Kranitz 39	Pitching Coach
	Kevin Seitzer 28	Hitting Coach
	Eric Young Sr. 2	First Base Coach
	Ron Washington 37	Third Base Coach
	Drew French 58	Bullpen Coach
	Sal Faseno 57	Catching Coach
	Jose Castro 59	Assistant Hitting Coach
	Bobby Megallones 66	Assistant Hitting Coach
	Chipper Jones 10	Hitting Consultant
	Jimmy Leo 97	Bullpen Catcher
	Jose Yopez 99	Bullpen Catcher
	Tomas Perez 98	Batting Practice Pitcher

**14 coaches on
the Braves
Coaching Staff
for a 40-Man
Roster**



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Coaching

ARI Staff

The ARI currently has eight full-time ALSDE staff members: one program coordinator, one education administrator, five education specialists, and one administrative support assistant. There are three part-time contract staff members that work in conjunction with the ALSDE staff to support the Alabama LETRS project. There are 57 Regional Literacy Specialists (RLS); 51 full-time and six part-time who support 11 Regional Inservice Centers. There are 18 Regional Literacy Leadership Specialists (RLLS); 13 full-time and five part-time who support the eleven Regional Inservice Centers. These regional specialists support more than 16,000 kindergarten through third grade Local Reading Specialists, teachers, and administrators across the state.

Region 1 – 7 Regional Specialists – 3 RLLS, 4 RLS

Region 2 – 7 Regional Specialists – 2 RLLS, 5 RLS

Region 3 – 8 Regional Specialists – 2 RLLS, 6 RLS

Region 4 – 7 Regional Specialists – 2 RLLS, 5 RLS

Region 5 – 14 Regional Specialists – 2 RLLS, 12 RLS

Region 6 – 4 Regional Specialists – 1 RLLS, 3 RLS

Region 7 – 3 Regional Specialists – 1 RLLS, 2 RLS

Region 8 – 9 Regional Specialists – 2 RLLS, 7 RLS

Region 9 – 9 Regional Specialists – 2 RLLS, 7 RLS

Region 10 – 11 Regional Specialists – 4 RLLS, 7 RLS

Region 11 – 7 Regional Specialists – 2 RLLS, 5 RLS

Note: Some specialists serve in more than one region.



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When you think of the Alabama Literacy Act, ...

...I want you to think...



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Alabama Literacy Act Healthy Plate

The Alabama Literacy
Act provides a
STRUCTURE
for making healthy
choices for literacy.



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The Three Little Pigs and...



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... a Foundation Made of Bricks that Stands Strong.

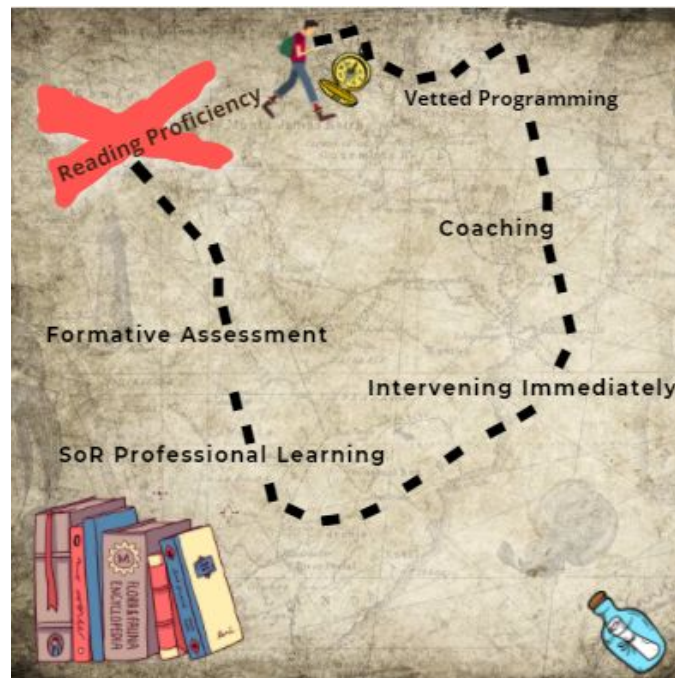


Three Little Pigs



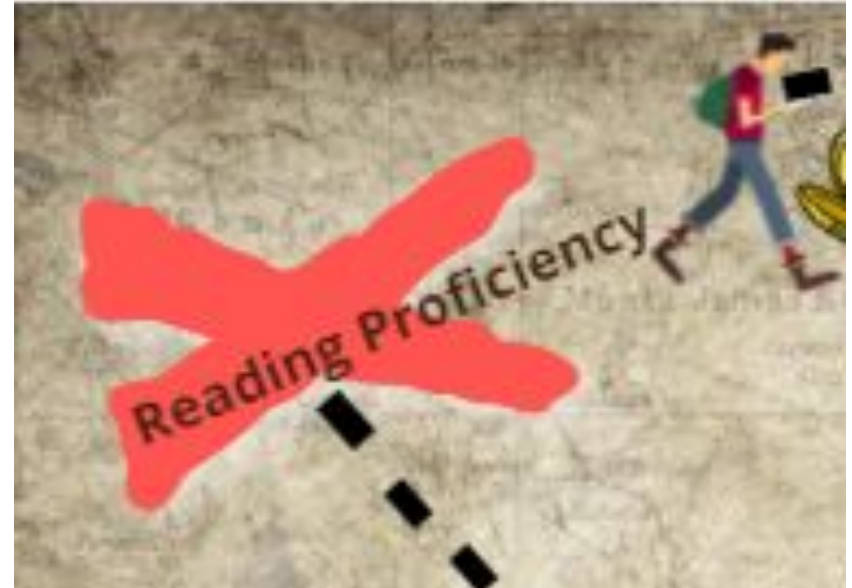
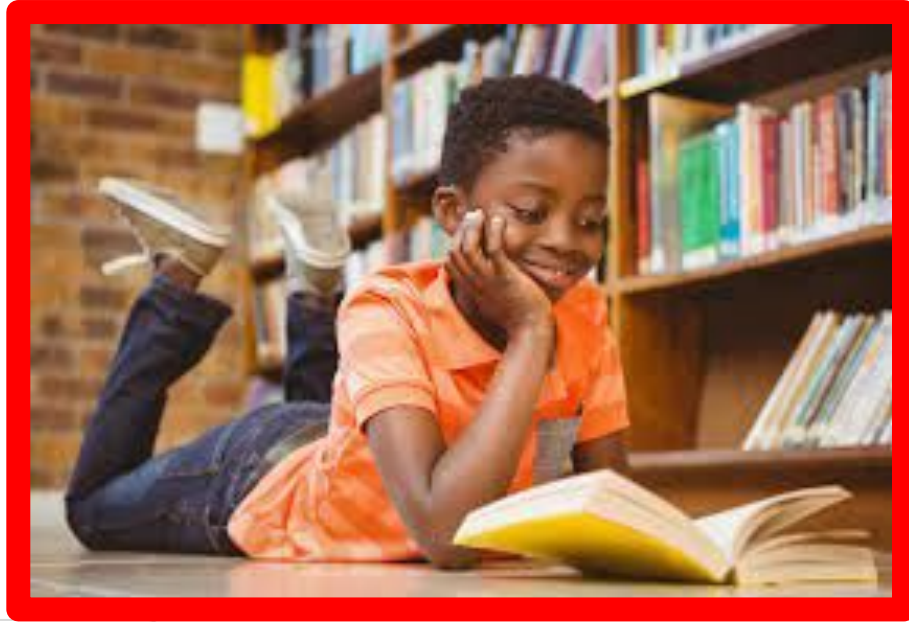
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Treasure Map to Reading Success ...



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...that Leads to Reading Proficiency.



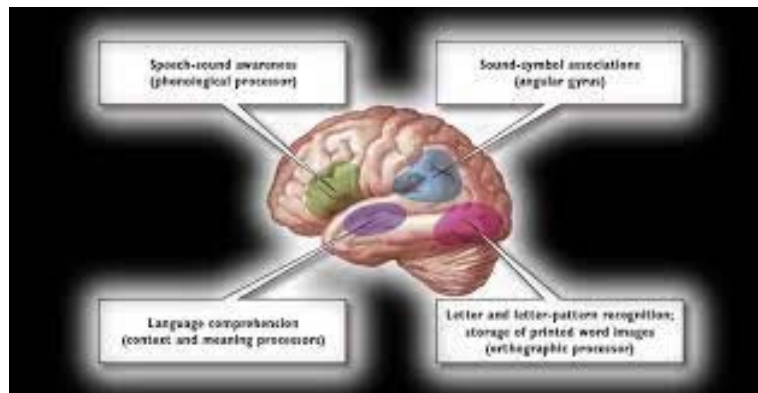
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A Healthy Plate of Reading Tenants...



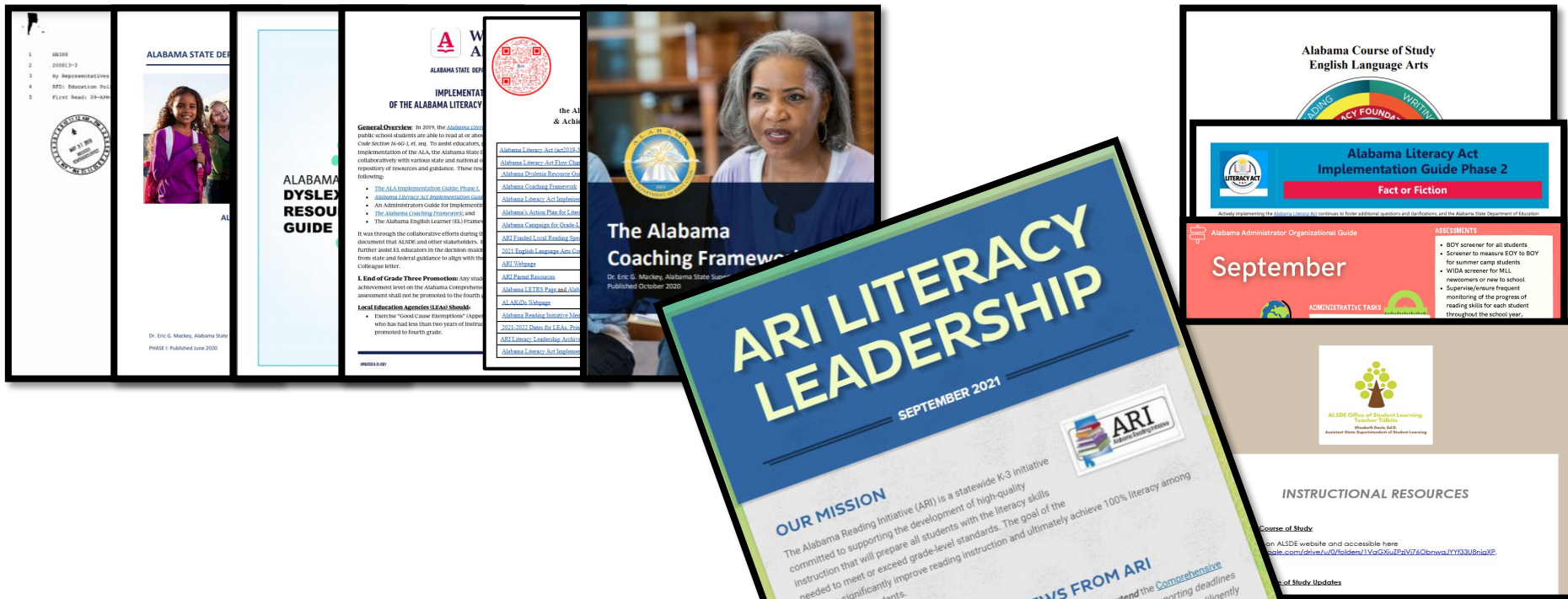
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...that Result in Nourished Minds Ready to Tackle Their Grade Content



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Support Samples for Schools for ALA Implementation



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Alabama Reading Initiative in the Office of Student Learning

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