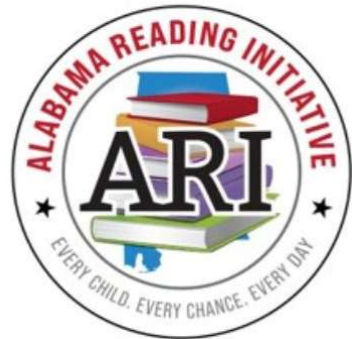
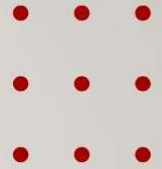


For Families



OUTCOMES



Participants will:

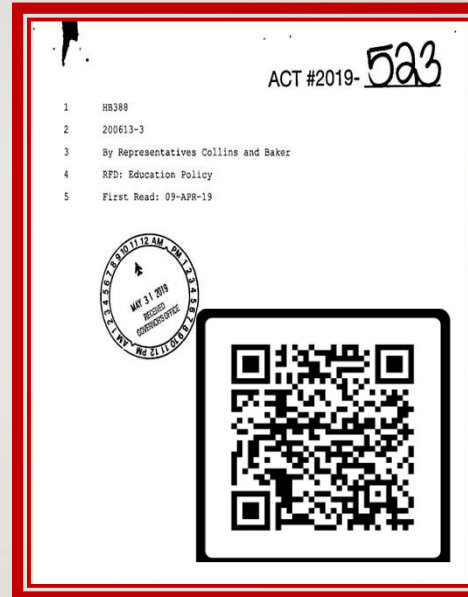
- Develop an initial understanding of the Alabama Literacy Act and its impact on classroom instruction and students' growth/achievement.
- Set goals for at-home literacy support.

WHAT IS THE ALABAMA LITERACY ACT?

Purpose:

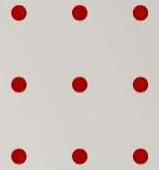
To implement steps to improve the reading proficiency of public-school kindergarten to third grade students and ensure that those students are able to read at or above grade level by the end of the third grade by monitoring the progression of each student from one grade to another, in part, by his or her proficiency in reading.

(Page 1, Lines 4-9)



2022 Updates:

Every child. Every chance. Every day.



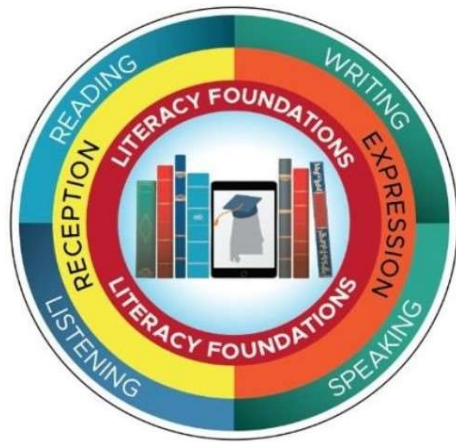
Scientifically-Based reading instruction and multisensory language instruction in the following areas:

- Oral language development
 - Phonological awareness
 - Phonics
 - Fluency
 - Writing
 - Vocabulary
 - Comprehension
- Alabama Course of Study



CURRICULUM & STANDARDS

Alabama Course of Study English Language Arts



2021 ELA COS supports essential learning to improve reading proficiency in accordance to the ALA.

- Standards focus on foundational skills needed to support literacy development.
- Development of the standards was guided by the science of reading.
- Standards that define the minimum content of what learners should know and be able to accomplish at each grade level.

INTERVENTION REQUIREMENTS

- ❖ Additional instructional time spent on proven methods of reading instruction and intervention
- ❖ Daily small group reading intervention that focuses on what the student needs
- ❖ Frequent monitoring of the progress of the reading skills of each student throughout the school year and adjusting instruction according to student need



ASSESSMENTS

- ❖ Screening and diagnostic information for monitoring student progress
- ❖ Measure phonological awareness (hearing the sounds), the alphabetic principle (letter/sound knowledge), decoding (letter/word recognition), encoding (spelling), accuracy, vocabulary, and comprehension
- ❖ Help to identify students who have a reading deficiency, including identifying students with characteristics of dyslexia



SRIP (Student Reading Improvement Plan)

- ❖ A guide for instruction for the student based on the specific deficiency in reading
- ❖ Developed for the student by teachers and others in the school, along with parent input, within 30 days of the identification of deficit
- ❖ Parents are notified monthly of progress
- ❖ Intervention instruction is evidence-based reading intervention
- ❖ The student will receive intense intervention until the student no longer has a deficiency in reading



Layers of Support



SUMMER READING CAMPS

- ❖ Alabama Summer Achievement Program is for all K-3 students in public elementary schools that are among the lowest performing five percent in reading
- ❖ High quality summer reading camps at elementary schools that are not among the lowest five percent performing elementary schools
- ❖ All K-3 students identified with a reading deficiency, or the characteristics of dyslexia



SUMMER READING CAMPS

- ❖ A minimum of 60 hours of scientifically based reading instruction & intervention
- ❖ May be held in conjunction with existing summer programs, designated as effective by the State Superintendent
- ❖ High quality instruction with assessments administered at the beginning and end of the summer camp to measure progress



PROMOTION TO FOURTH GRADE

Third graders can be promoted to fourth grade by...

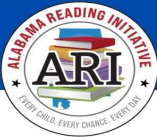
1. Scoring above the lowest achievement level on a State Board approved assessment in reading. (ACAP)
2. Earning an acceptable score on an alternative (supplemental) reading assessment.
3. Demonstrating mastery of essential third grade state reading standards. Evidence pieces will be collected and stored in a Literacy Act Portfolio for each third grade student.



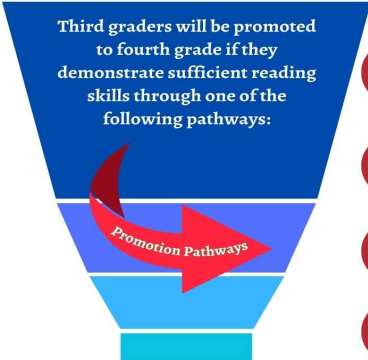
GOOD CAUSE EXEMPTIONS





Pathway to Promotion

Grade Level Ready Performance Outcomes



Third graders will be promoted to fourth grade if they demonstrate sufficient reading skills through one of the following pathways:



-  Score above the lowest achievement level for the ACAP in the spring
-  Earn an acceptable score for the ACAP Supplemental Assessment
-  Master grade 3 Essential Reading Standards in the Student Reading Portfolio
-  Meet one of the Good Cause Exemptions

Good Cause Exemptions:

Good cause exemptions allow students who are reading below grade level to be promoted to the fourth grade but still receive interventions and other supports. The good cause exemptions include:

- (1) Students identified as English language learners who have had less than three years of instruction in English as a second language.
- (2) 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 or was previously retained in kindergarten, first grade, second grade, or third grade.
- (3) 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, or second grade for a total of two years.

*No student shall be retained more than once in the third grade.

NOTE: Students with disabilities whose Individualized Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with state law, are automatically exempt from demonstrating sufficient reading skills outlined in this chapter in order to achieve promotion.

*If a student does not demonstrate sufficient reading skills through one of the three pathways or does not qualify for a good cause exemption, the student may not be promoted to fourth grade.

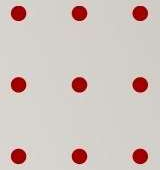
1. *Students identified as English language learners who have had less than three years of instruction in English as a second language.*
2. *Students with disabilities who have an Individualized Education Plan (IEP) or a section 504 plan that reflects that the student has received intensive reading intervention for more than two years or was previously retained in kindergarten, 1st, 2nd, or 3rd grade.*
3. *Students who have received intensive reading intervention for two or more years and who still demonstrate a deficiency in reading who were previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of two years.*
 - *****No student shall be retained more than once in 3rd grade.**

RISING 4TH GRADERS WITH GOOD CAUSE EXEMPTIONS



A student who is promoted to fourth grade with a good cause exemption shall continue to receive intensive reading intervention that includes specific reading strategies prescribed in the individual reading improvement plan of the student until the deficiency is improved.

READING SPECIALISTS



The local reading specialist is available to HELP and SUPPORT.



- 1 Model instructional strategies
- 2 Facilitate learning opportunities
- 3 Coach & mentor
- 4 Shares resources for community support
- 5 Monitors student progress
- 6 Analyze data

RETAINED THIRD GRADERS


How will schools help students who are retained in 3rd grade because the student does not meet 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 Family Read-at-Home Plan.**



Frequently Asked Questions



ALABAMA LITERACY ACT

Frequently Asked Questions

FOR K-3 FAMILIES

What is the ALABAMA LITERACY ACT?

The Alabama Literacy Act was passed in 2019 to help improve reading in Alabama public schools to ensure students are reading on grade level by the end of the 3rd grade. Reading is the gateway to lifelong achievement and the students of Alabama deserve a strong start on their path to success.

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. 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 his/her reading assessed at the beginning, middle, and end of the school year. These assessments will identify students who need intensive reading instruction and intervention. These assessments also provide useful information for the teacher to help tailor instruction to meet individual student needs. Families should receive these results in writing within a designated time frame.

What is the Alabama State Board of Education approved assessment that is required for promotion to the 4th grade?

The Board approved assessment is the reading portion of the 3rd grade Alabama Comprehensive Assessment Program (ACAP) English Language Arts assessment. The ACAP summative is a required test for all third-grade students to initiate a path to promotion. Students not demonstrating sufficient reading skills may be retained at the end of 3rd grade, if unable to show sufficient reading skills by one of the other paths to promotion. Your child's school will provide interventions to help your child.

How will schools help students who are retained in 3rd grade because the student does not meet the promotion requirement?

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

- Offer summer reading camps and Alabama Summer Achievement Program (ASAP) shall be made available to all K-3 students in public elementary schools that are among the lowest performing 5% in reading.
- Offer before or after school intervention tutoring throughout the year to support learning.
- Provide reading instruction that is grounded in the science of reading.
- Provide frequent monitoring to help ensure students are progressing and on track to meet grade-level reading standards.
- [2021 Alabama Course of Study, English Language Arts](#)
- Provide families with a Read-at-Home Plan.

LITERACY ACT

If your child is reading below grade level or is struggling with reading, his/her teacher will inform you of the reading deficits that have been identified.

The teacher will provide your child with additional reading instruction and support, and you will be given strategies to help your child at home.

If your child does not demonstrate sufficient reading skills at the end of 3rd grade, you will receive notification that he/she may not be promoted to 4th grade.



Pathway to Promotion

Grade Level Ready Performance Outcomes

Third graders will be promoted to fourth grade if they demonstrate sufficient reading skills through one of the following pathways:

- Score above the lowest achievement level for the ACAP in the spring
- Earn an acceptable score for the ACAP Supplemental Assessment
- Master grade 3 Essential Reading Standards in the Student Reading Portfolio
- Meet one of the Good Cause Exemptions

Good Cause Exemptions:

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- 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 or 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, or second grade for a total of two years.

**No student shall be retained more than once in the third grade.*

NOTE: Students with disabilities whose Individualized Education Plan indicates that participation in the statewide assessment program is not appropriate, consistent with state law, are automatically exempt from demonstrating sufficient reading skills outlined in this chapter in order to achieve promotion.

***If a student does not demonstrate sufficient reading skills through one of the three pathways or does not qualify for a good cause exemption, the student may not be promoted to fourth grade.**

How can families and guardians help?

- Click for resources
- Scan for resources

ALABAMA DEPARTMENT OF EDUCATION | 601.887.6369 | STATE SUPERINTENDENT OF EDUCATION | AUGUST 2023
 The Alabama State Board of Education and the Alabama State Department of Education do not discriminate on the basis of race, color, gender, sex, religion, national origin, or age in their programs, activities, or employment and provide equal access to the full range of other educational programs. The following person is responsible for handling inquiries regarding the non-discrimination policies: Title IX Coordinator, Alabama State Department of Education, 601, 887, 6369, 1000 Montgomery Ave., 36105-0001, (334) 887-6369.

Parent Resources

My Child Can Packets

KINDERGARTEN **FIRST GRADE**

SECOND GRADE **THIRD GRADE**

ALABAMA READING INITIATIVE
ARI
IMPROVING READING EVERY CHILD, EVERY YEAR

This graphic features a central title 'My Child Can Packets' in blue. Below it are four green buttons labeled 'KINDERGARTEN', 'FIRST GRADE', 'SECOND GRADE', and 'THIRD GRADE'. Each button is accompanied by a QR code. The entire graphic is framed by stacks of colorful books on the left and right sides. At the bottom center is the Alabama Reading Initiative (ARI) logo.

Splash Into Summer Reading!
Alabama Reading Initiative's Family Literacy Activities

Back to School Newsletter

ALABAMA READING INITIATIVE'S FAMILY LITERACY ACTIVITIES

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.

MY CHILD CAN PACKETS

The Alabama Reading Initiative is excited to share our resources with parents! We have created a guide to help you understand the current Alabama Course of Study Standards. Check out the documents below for videos, articles, and games to help you support your child at home.

Click the link below to the ALSDE website under Family Resources for Grades K-3 "My Child Can" Packets Available in English and Spanish
[Alabama Reading Initiative - Alabama State Department of Education \(alabamaachieves.org\)](http://Alabama Reading Initiative - Alabama State Department of Education (alabamaachieves.org))

ALABAMA READING INITIATIVE
ARI
IMPROVING READING EVERY CHILD, EVERY YEAR

This graphic is a newsletter titled 'Back to School Newsletter' with a blue header 'Splash Into Summer Reading!' and 'Alabama Reading Initiative's Family Literacy Activities'. The main body is on a lined paper background. It includes a mission statement, a section for 'MY CHILD CAN PACKETS' with a description and a link to the ALSDE website, and the ARI logo at the bottom. The graphic is decorated with stacks of books on the left and right sides.

Family & Community Support Resources

ORAL LANGUAGE **PHONOLOGICAL AWARENESS**

PHONICS **FLUENCY**

COMPREHENSION **WRITING**

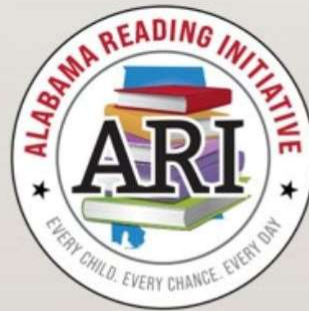
ALABAMA READING INITIATIVE
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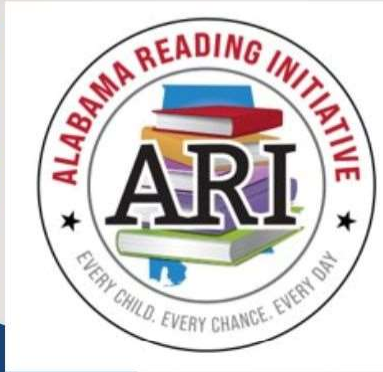
This graphic is titled 'Family & Community Support Resources' in blue. It features six red buttons arranged in a 3x2 grid, each with a QR code: 'ORAL LANGUAGE', 'PHONOLOGICAL AWARENESS', 'PHONICS', 'FLUENCY', 'COMPREHENSION', and 'WRITING'. The graphic is framed by stacks of colorful books on the left and right sides. At the bottom center is the Alabama Reading Initiative (ARI) logo.

Literacy Act Review



QUESTIONS & ANSWERS





REVISIT OUTCOMES



Participants will:

- Develop an initial understanding of the Alabama Literacy Act and its impact on classroom instruction and students' growth/achievement.
- Set goals for at-home literacy support.

THANK YOU FOR YOUR KIND ATTENTION!

**THE ALABAMA READING INITIATIVE IS YOUR PARTNER IN
EDUCATION!**

