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April 5, 2024

The Honorable Bill Cassidy
Ranking Member
Committee on Health, Education, Labor & Pensions
428 Senate Dirksen Office Building
Washington D.C. 20510

Dear Ranking Member Bill Cassidy,

I am writing to provide the comments of [Knowledge Alliance](#) (KA) in response to your recent [report](#) and [call](#) for feedback and comments for ways to support literacy reform. Founded in 1971, Knowledge Alliance is a non-profit, non-partisan organization comprised of leading education organizations committed to the greater use of high-quality and relevant data, research, evaluation, and innovation in education policy and practice at all levels. Collectively, KA and its members promote the use of rigorous research to figure out what works to improve student outcomes and then share those findings with policymakers, practitioners, and the general public.

KA commends Senator Cassidy for providing an opportunity for the public to comment on how to improve reading instruction and how to best support teachers, parents, and schools in their efforts to enhance children’s reading performance. KA acknowledges the urgent need to address declining reading scores and provide direct support to help address stubbornly low literacy rates for certain groups and continue to help students recover from pandemic loss. KA members have vast experience collaborating with stakeholders like State educational agencies (SEAs), large urban districts, small rural districts, teachers, parents, and community groups to understand their biggest challenges and to build high-quality evidence about what works, for whom, and under what circumstances to solve challenges. KA members provide support to help stakeholders use that evidence base to improve educational outcomes for all students, close achievement gaps, and improve quality of instruction including as it relates to literacy and the science of reading. Thus, we share the following observations for your consideration:

Policy

2. What existing programs or funding streams are accessible from a federal and/or state perspective that would support implementation of evidence-based best practices? How can these programs be improved?

The Federal government has made several important investments to promote the science of reading and evidence-based practices in literacy assessment, instruction, and intervention across K-12 general and special education. Specifically, the [Regional Educational Laboratories](#) (RELs), the [Comprehensive Centers](#) (CCs), the [What Works Clearinghouse](#) (WWC), and the [Education Innovation and Research \(EIR\) grants](#) programs administered by the Institute of Education Sciences (IES) at the U.S. Department of



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Education (ED), the Office of Elementary and Secondary Education (OESE) at ED and the Office of Special Education Programs Research to Practice Division at ED.

Regional Educational Laboratories (RELs)

The Regional Educational Laboratory (REL) Program consists of a network of ten laboratories that serve all 50 States and outlying areas. For nearly 60 years, the RELs have collaborated with school districts, State departments of education, and other education stakeholders to help generate and apply evidence, with the goal of improving learner outcomes.

There are currently **391 REL resources, such as videos, webinars, toolkits, brochures, infographics, and other products focused on literacy.** For example:

- **[Improving Literacy in Mississippi –The Journey Continues:](#)** After many years at the bottom in student performance when compared with other states, the Mississippi Department of Education (MDE) made a concerted effort to improve the foundational literacy skills of students in kindergarten through grade 3. An important part of their efforts was their partnership with REL Southeast. The results of that effort speak for themselves, with many referring to the state’s transformation as the “[Mississippi Miracle](#).” Now the State is turning its attention to the next leg of its journey: improving the literacy skills of all students, focusing on grade 4 and beyond. MDE and four school districts in the state formed the [Mississippi Improving Adolescent Literacy Partnership](#) with REL Southeast to ensure educators can integrate literacy strategies into a wide range of academic courses, from social studies to the sciences.
- **[Empowering Young Readers by Using Assessment Data to Inform Evidence-Based Word Reading Skill Instruction:](#)** This resource features a set of flowcharts that can help Kindergarten, grade 1, and grade 2 educators identify student skill reading needs in phonological awareness, phonics, and fluency based on universal screening data.
- **[Using Tools from the Regional Educational Laboratory \(REL\) Southeast in Teacher Preparation Programs:](#)** This session provided participants with an overview of free evidence-based tools and resources developed by the US Department of Education's Regional Educational Laboratory (REL) Southeast that address foundational reading skills and early literacy. Examples of how these tools have been used in Alabama teacher preparation programs were shared. Participants had the opportunity to interact with presenters and ask questions during the session.
- **[Bridging the Literacy Gap: A Team Effort with REL Northwest and Washington's OSPI:](#)** Washington's Office of Superintendent of Public Instruction (OSPI) OSPI and REL Northwest are working to enhance students' literacy skills from preK through grade 12 through a literacy initiative that coordinates and aligns efforts across districts and schools.
- **[Evidence-Based Writing Practices to Support English Learner Students:](#)** Through the Southwest English Learner Literacy partnership, Regional Educational Laboratory (REL) Southwest is working with the New Mexico Public Education Department as well as regional education

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cooperatives and school districts across the state to develop, implement, refine, and test Write to Succeed.

What Works Clearinghouse (WWC)

The WWC has used the best scientific research available to create reading-focused [practice guides for educators](#), including this March 2022 guide on [Providing Reading Interventions for Students in Grades 4-9](#). These guides, which are developed by panels of distinguished experts in the science of reading and experienced educators, provide recommendations, strategies, and examples based on rigorous reviews of research. The RELs partner with the WWC to create numerous follow-on products and trainings that support implementation of practice guide recommendations. In 2024-2025, RELs are working with their regional partners to develop and test the effectiveness of ten additional online teacher professional development toolkits, each based on a different WWC practice guide. These toolkits will provide ready-to-implement professional development materials, including guides, activities, videos, and assessments of current practice. As a result of this work, in 2026 IES and the RELs will publish three new toolkits on literacy instruction as well as toolkits on other topics, all based on WWC practice guides.

Comprehensive Centers Program (CCs)

The National Comprehensive Center works with SEAs, regional educational agencies (REAs), Tribal educational agencies (TEAs) local educational agencies (LEAs), schools, Regional Comprehensive Centers (RCCs), the U.S. Department of Education, and other national partners to enhance the quality of instruction, close achievement gaps, and improve educational outcomes for all students. Regional Comprehensive Centers (RCCs) provide intensive capacity-building services to one or more States to identify, implement, and sustain effective evidence-based practices that support improved educator and student outcomes, including efforts around literacy. Together, Regional Centers provide services to all 50 states, the District of Columbia, the Bureau of Indian Education, and the U.S. territories and outlying areas. Below are some examples of CC projects focused on helping States and districts improve literacy:

- [Equitable Access Strategies Increase Literacy Across Alaska](#): To meet their goal of all students being able to read at grade level by the end of third grade, the Alaska State Board of Education needed to create equitable access to strong professional development in early literacy across the state. Through the support of the Region 16 Comprehensive Center, the State’s Department of Education & Early Development office was able to better equip literacy educators, even in remote communities, through improved systems, approaches, and resources.
- [Idaho Ensures Literacy Leaders Are on the Same Page](#): To improve K–3 literacy, the Idaho State Department of Education worked with the Region 17 Comprehensive Center to develop The Idaho Reading Coach Academy. The Reading Coach Academy is designed to advance teacher knowledge and implementation of the science for teaching reading through consistently trained coaches.
- [New Foundation for Multilingualism Gives a “Voice” to Every Student in Hawaii](#): The World Languages Program in Hawaii is helping districts and schools improve language learning, promote biliteracy, and improve outcomes for all students. With the support of Region 19

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Comprehensive Center, the World Languages Program has supported the implementation of the Hawaii Department of Education’s revised multilingualism policy by aligning its new language standards to national ones, developing a resource guide and professional development plan, hosting a summit to introduce statewide educators to the new multilingualism framework, and building a coalition with other state programs to generate support for the initiative.

Thanks to the leadership of Ranking Member Cassidy, there is also a Comprehensive Center specifically focused on improving literacy outcomes for students. [The National Center on Improving Literacy](#) is funded through the Office of Elementary and Secondary Education in partnership with the Office of Special Education Programs at ED. This center provides technical assistance to SEAs, REAs, LEAs, schools, and family-focused organizations on a variety of literacy-related topics including tiered supports for reading intervention and instruction, evidence-based practices for literacy instruction at different grade levels, and data-based decision-making.

Education Innovation and Research (EIR)

The EIR Program, authorized by the Every Student Succeeds Act (ESSA), has the potential to drive substantial and lasting improvements in student literacy achievement by supporting the development and scale-up of successful innovations at the State and local levels. Below are some examples of the EIR program’s literacy related projects:

- [Reading Apprenticeship for Academic Literacy Learning \(RA4ALL\)](#): RAAL, a curriculum supported with professional learning (PL), is designed to accelerate reading growth and academic achievement of 8th and 9th grade students who read below grade level. In multiple studies, students in Reading Apprenticeship classrooms out-perform peers on content area learning and literacy tests.
- [Future Forward: Sustaining and Expanding a Student-Centered, Technology-Enabled Early Literacy and Family Engagement Intervention](#): Future Forward is a cost-effective, research-based early reading intervention that works. Future Forward’s program model is proven to improve student reading achievement by integrating one-on-one tutoring and family engagement into its design. The program specifically serves students in kindergarten, first grade, second grade, and third grade who have been identified as struggling readers. By reaching children through a multi-tiered strategy that affects multiple sectors of their daily experience, the Future Forward program is more effective than any one approach or intervention on its own.

Office of Special Education Programs Research to Practice Division

The list below describes several additional examples of investments made by the Federal government to support literacy and literacy-instruction:

Federal Technical Assistance Centers:



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- [National Center on Intensive Intervention](#) (funded by the Office of Special Education Programs [OSEP])
 - Provides reviews of the evidence associated with common assessment and intervention tools in literacy, mathematics, and social behavior.
 - Offers free online courses focused on [intensive literacy intervention](#).
- [National Center on Improving Literacy](#) (jointly funded by OSEP and the Office of Elementary and Secondary Education [OESE]) provides resources to promote improved screening, identification, and instruction for students with literacy-related disabilities.
- [Lead for Literacy](#) (funded by OSEP from 2018-2023) built the capacity of school and district leaders to support evidence-based literacy practices in their schools.

Although these programs provide a wealth of information about literacy practices and offer a range of opportunities to develop the skills of preservice and practicing teachers and leaders, funding limits their reach. Additional resources to expand these programs, coupled with policies and incentives for State and local education agencies, schools and teacher preparation programs to access and use their materials could help to promote a robust pipeline of educators who are equipped to implement evidence-based literacy practices. In addition, funding priorities that facilitate closer connections between research and practice could help promote a bi-directional relationship where problems of practice and implementation also inform just-in-time-research questions about literacy instruction.

3. What other ways can Federal and State government support the implementation process?

Federal and State governments can provide funding for professional development and training on evidence-based literacy instruction. This would allow many of the efforts already undertaken by districts and States to continue this critical work. Additionally, the Federal government can establish clear standards and guidelines for literacy instruction and provide resources and materials to support implementation.

4. What Federal actions (through law or regulation) might hamper the progress being made by State and local leaders?

Policies that limit local control and flexibility in implementing evidence-based literacy instruction would make it more difficult for State and local leaders to respond to the nuanced literacy needs and challenges in their specific State or local contexts. Additionally, regulations that do not align with the science of reading framework and discourage its adoption would hamper the progress being made across States.

5. What actions need to be taken by education stakeholders (parents, advocates, school leaders, educators, policymakers, etc.) to continue the momentum of literacy reform?

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The Comprehensive Center Network has been engaged with States in identifying the types of actions that SEAs can undertake to support literacy reforms. The National Comprehensive Center commissioned Dr. Barbara Foorman to prepare [State Policy Levers for Improving Literacy](#) which identified four critical, evidence-based steps SEAs need to take to ensure students’ reading success by grade 3. The four steps are:

- Step 1: Accelerate Language Development for All Three- and Four-Year-Olds
- Step 2: Implement Evidence-Based Practices in K–3 Classroom Reading Instruction
- Step 3: Provide Opportunities to Practice Reading in the Classroom and in Intervention, Summer Reading Camps, and Home Literacy Programs
- Step 4: Assess for Risk, Growth, and Outcome and Translate Data to Instruction

Another example is the brief prepared for the [State of Indiana](#) by Regional Comprehensive Center 8 which similarly describes actions that State policymakers can take, especially to set the foundations for early reading using New America’s *From Crawling to Walking: Ranking States on Birth - 3rd Grade Policies That Support Strong Readers* criteria for State policies. The full set of reading policy levers is included as an Appendix along with Indiana’s ratings for each policy.

Beyond Policy

6. How effectively is individual student progress in reading being monitored?

Individual student progress can be effectively monitored through regular assessments and progress monitoring tools that align with evidence-based reading practices. States are making great strides towards the use of valid, reliable screening and progress monitoring tools in reading. Since 2019, [36 States](#) have passed literacy legislation that includes language related to screening and progress monitoring students in reading. Many States—like [Kentucky](#) and [Arizona](#)—are publishing lists of valid, reliable assessments and asking districts to select and implement one of these in early elementary grades. Schools can use the results of these assessments in the context of a multi-tiered system of supports to make decisions about how to allocate staffing and supports to students who would most benefit from interventions.

Why are these policies a step in the right direction? Universal screening assessments in literacy are effective ways to identify students who need additional support in the form of reading interventions to become proficient readers. [Experts recommend](#) use of these universal screening assessments with all students at the beginning-, middle-, and end-of-year. Because resulting data are used to make the important decision about who receives additional reading support in the form of reading interventions, screening assessments should be valid and reliable. One of the federally funded centers, [National Center for Intensive Intervention](#), has a published list of screening tools for reading that are valid and reliable that states and districts can rely on when selecting a universal screening tool.

In contrast to universal screening assessments, progress monitoring tools can be used in the context of interventions to monitor students' growth and make decisions about whether students are ready to exit intervention or need a more intensive intervention. National Center for Intensive Intervention provides technical assistance for educators on how to use progress monitoring data to make data-based decisions and how to [intensify interventions](#).

8. What should teachers, school leaders, district officials, and school boards consider when selecting curriculum to ensure materials are faithfully aligned with evidence-based practices?

Curriculum should be selected based on its alignment with evidence-based practices, such as explicit, systematic, and cumulative instruction in the five key pillars of literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Additionally, curriculum should promote the use of evidence-based practices such as those featured in the What Works Clearinghouse practice guides. In choosing curriculum, leaders may consider using the following resources:

- [Rubric for Evaluating Reading/Language Arts Instructional Materials for Kindergarten to Grade 5 \(REL Southeast\)](#)=
- [Implementing Evidence-Based Literacy Practices Roadmap](#).

Additionally, it is important to note that teaching reading in the upper grades requires different instruction and support. Reading to learn is more than phonemic awareness, phonics, vocabulary, fluency, and comprehension, especially for middle and high school students. The practice guide [Improving adolescent literacy: Effective classroom and intervention practices](#) contains recommendations for how to ensure that adolescents' specific instructional needs are being met. Importantly, some students may need additional interventions continuing beyond the primary school years. Schools will need to do more than teach well within their regular middle school and high school English classes. The practice guide's review of the research shows that older students periodically need additional help to be able to read well. School schedules and staffing must be organized in ways that provide high quality interventions based on students' needs if all students are to graduate and be successful.

11. What are the appropriate guardrails for literacy coaching to ensure it is effective?

One example of literacy coaching guardrails can be seen in the work RMC research is doing as part of its CC work for Alabama. They worked with the Alabama State Department of Education to [develop guidelines for instructional coaching](#) which includes detailed information about coaching qualities, roles and responsibilities. Specific behavioral expectations are included for each of the five pillars of effective coaching: lead by example and influence; build a relationship oriented collaborative approach; apply knowledge and experience of both adult and student learning; utilize effective communication to promote growth; and incorporate evidence and data to support instructional improvement. The guidelines also include roles and responsibilities of district leaders, principals and teachers. The guidance

is based on findings from several meta-analyses of research studies that identified critical coaching practices associated with increased student achievement.

12. What actions can local leaders take to improve literacy?

Beginning during the pandemic, the National Comprehensive Center developed a series of toolkits with actions for leadership teams at the school level to undertake to improve literacy. Each toolkit includes advice to school leadership teams about literacy priorities at the respective grade levels, ways to organize staffing and instructional resources for optimal results, assessments, connections to parents and community and numerous links to evidence-based tools, guides, observations. Below are the links to the three kits:

[Literacy Leads, Learning Follows, Students Succeed: Advice for Grades 1–3 Literacy Leaders](#)

[Literacy Leads, Content Follows, Students Thrive: Advice for Grades 4–8 Literacy Leaders](#)

[Literacy Leads, Content Follows, Students Advance: Advice for Grades 9–12 Literacy Leaders](#)

Additionally, it is important to remember school leaders, not just individual teachers, are a critical piece in solving literacy challenges in their school, district and State. Research has shown that some students will need additional support, beyond the typical classroom time, to learn to read well. These are not students with disabilities or special health issues. Normally developing children may periodically need more support to read well. The IES practice guide [Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades](#), reviews the research on the supports that can prevent reading failure for most students. These types of support are critical to a truly “scientific” approach to reading. They also require schools to invest in screening assessments, scheduling that allows for small group instruction and schoolwide teams that support literacy. These supports—by definition—require a whole-school approach to literacy that coordinates the work of administrators, teachers, and school support staff. Individual teachers will never be able to solve the literacy problem alone. This practice guide makes it very clear that the school—as a whole—must have systemwide assessments, scheduling, and teacher collaboration that facilitated the science of reading.

Supporting Parents

13. What is critical for parents to understand about literacy and evidence-based practices for reading instruction?

RELs provide evidence-based resources and materials that can help support parents at home. These resources are meant to educate parents on what they need to know to best support their child’s reading skills. Below are some examples of these materials:

- [Literacy Tips for Parents of Adolescents](#): This resource is based on the common instructional elements from the REL Southeast Summary of 20 years of research on the effectiveness of adolescent literacy programs and practices (Herrera, Truckenmiller, & Foorman, 2016). It includes activities that parents can initiate at home to help ensure successful literacy outcomes for their adolescent students.

- [Family Resources for Supporting Children's Reading at Home](#): REL Southeast we wanted to respond to the needs of families—the need for fun, low-stress activities that promote learning. So, we thought about resources that were already in development for teachers that we could quickly re-purpose for parents, and [Supporting Your Child's Reading at Home](#) was born. This resource is targeted to parents and caregivers with the aim of providing them with activities they can do with children that support the development of foundational reading skills at home.
- [Supporting Children's Early Reading Instruction At Home](#): In collaboration with the Michigan Department of Education, REL Midwest created a series of guides to help families, afterschool providers, and other caregivers support students with early reading instruction.

14. What questions should parents ask teachers and school leaders to ensure their student is being taught using evidence-based methods?

Parents should inquire with teachers and school leaders about the instructional methods used, professional development opportunities for educators, and the alignment of curriculum with evidence-based practices.

15. How can parents support and bolster their child's reading skills?

Parents play a crucial role in their child's literacy development. Parents' engagement in teaching literacy skills, such as letter-sound correspondence, and/or shared reading activities are frequently associated with children's literacy skills in [print knowledge](#), [phonological awareness](#), [letter writing](#), and [vocabulary](#). Similarly, parental involvement in literacy activities and their expectations for their children's reading ability are strongly associated with their [reading comprehension](#) achievement. Moreover, [research](#) demonstrates that strong literacy support across both the classroom and the home environments particularly aids the reading development of children from lower-income backgrounds. However, for many parents and families, helping their children learn to read can be a daunting task.

Fortunately, many federally funded centers have created resources based on evidence from research that parents and caregivers can use to support and bolster their child's reading skills. For instance, [experts](#) have compiled a series of videos and activities for families of children in kindergarten through grade 3 on topics such as developing language, linking letters to sounds, recognizing and writing words, and reading for understanding. These activities and videos provide parents and caregivers with information and guidance on supporting children as they practice foundational reading skills at home. Similarly, there is also a [brief](#) for parents of adolescents that includes activities on building vocabulary, reading with fluency, and improving comprehension that parents can initiate at home to help ensure successful literacy outcomes for their child.

Further, one federally funded center, the [National Center on Improving Literacy](#) (NCIL), has developed a toolkit that helps parents and families participate in literacy experiences at home to develop children's

reading and language skills. Part of this toolkit includes a repository of publicly available, high-quality resources designed for preschool, elementary, and/or adolescent parents/caregivers. Moreover, given the critical role that language plays in overall reading achievement, another federally funded center, the [Regional Educational Laboratory Southwest](#), created a series of family and caregiver activities, available in multiple languages, designed to support the language development of children who are English learners. By taking advantage of the evidence-based resources and tools available, parents and caregivers can help their children develop strong literacy skills and set them on the path to academic success.

Below are additional sources for parents to help them strengthen young children’s reading skills. Several resources from other CCs and more from the NCIL are good examples of practical, easy to use tools:

- [Family "HOMEWork" Opportunities to Read for Grades K-3](#) (also available in Spanish and Arabic)
- [Family "HOMEWork" Read Alouds for Grades K-3](#) (also available in Spanish and Arabic)
- [Family "HOMEWork" Writing for Grades K-3](#) (also available in Spanish and Arabic)
- [Coaching Steps for Families](#)
- [Learning About Your Child’s Reading Development](#) (also available in Spanish)

Teacher Preparation

16. How are educator prep programs an essential component of successful implementation of evidence-based literacy instruction and curriculum? What actions can be taken to ensure these programs are teaching evidence-based methods?

According to a 2020 review conducted by the National Council on Teacher Quality, only half of sampled elementary teacher education programs received satisfactory ratings for their coverage of the science of reading. Although this number increased from 35 percent of sampled programs in 2013, there is still significant progress to be made, especially in the depth of preparation. Existing research on the science of reading in educator preparation relies primarily on content knowledge measures (e.g., multiple choice assessments) rather than pedagogical measures. In other words, teacher candidates may be learning about the science of reading in their preparation programs, but there is limited evidence that they are being prepared to effectively enact these practices in real classroom settings.

Over the past five years, an increasing number of SEAs have invested Federal and State dollars to retrain K-3 classroom teachers in the principles of scientifically based reading. We have heard directly from teachers from those States how much they regret not having learned the information during their teacher preparation—feeling remorse over their perceived failures with children who have been in their classrooms and struggled to learn to read with limited success. The dollars and time that are now going to re-teaching entire teaching forces could have been invested in other education endeavors. Both the reading course work in preparation programs (typically only one course for elementary teachers) and,

perhaps more important, their practicum field experience should be aligned with the evidence about how to teach reading.

To make progress on these challenges, educator preparation programs need support to strengthen their coursework and clinical experiences to include evidence-based practices for literacy instruction. U. S. Department of Education-funded Centers such as the [CEEDAR Center](#), launched in 2013, are positioned to provide this support, offering shoulder-to-shoulder technical assistance to faculty to [systematically review](#) preparation programs for the five essential components of reading, make program and [course-level enhancements](#), and ensure that programs are pushing beyond basic content knowledge of reading to [practice-based approaches](#) to preparing candidates. Additionally, the [National Center on Intensive Intervention](#) is working to ensure that [higher education faculty](#) are preparing teachers to work with students with intensive and persistent reading difficulties who need [individualized, data-driven instruction in reading](#) in addition to the general curriculum.

Continued Federal investment in technical assistance centers, personnel preparation grants, and research projects is critical to ensuring the continued improvement of educator preparation programs. Continued actions that SEAs can take include: 1) ensuring that teaching standards and program approval standards reflect the tenets of scientifically based reading; 2) including teacher preparation faculty in the reading training that is being offered to K-3 teachers; 3) identifying schools/classrooms that represent best practices in reading instruction; 4) ensuring that program approval processes include experts in scientifically based reading; 5) conducting formal reviews with feedback of reading coursework; and 6) conducting surveys of first year teachers to gather perceptions of strengths and gaps in their preparation. The resource [Teaching Reading Is Rocket Science](#), 2020 includes recommendations for the professional preparation of all teachers of reading.

17. What accountability metrics are most effective when assessing educator prep program curriculum to ensure incoming teachers are aligned with best practices?

It is important to look at the totality of the educator prep program curriculum and not simply review the syllabus or textbook. For example, RMC Research is currently undertaking a review of the reading coursework in New Hampshire's colleges, universities and accredited teacher preparation programs. Qualitative and quantitative data for those reviews includes syllabus, texts, assignments, assessments, practicum experience, culminating projects required of students, completion rates, Pearson *Foundations of Reading* exam, the ETS *Reading Specialist* exam, and the number of times students have taken the exam/s; and other relevant data (e.g., graduate employment placement rates and locations; surveys/focus groups of cooperating teacher and mentors, and follow-up survey of recent program graduates teaching in the field.) Additionally, the [National Council of Teacher Quality](#) has conducted ratings of reading texts to determine alignment to quality instruction for structured literacy and [Innovation Configurations \(IC\) for K-5 Evidence-based Reading Instruction](#) provides a rubric to guide teacher preparation programs in reviewing content.

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In closing, we thank you for the opportunity to provide the views of KA on this important issue. Our members play a vital role in helping districts and schools across the country improve literacy outcomes for all students by providing tailored, locally-driven technical assistance and capacity-building support to States to ensure every child has the support they need to read successfully. If you have any additional questions regarding these comments, or if I can be of any other assistance, please do not hesitate to contact me.

Sincerely,



Rachel Dinkes
President and CEO