

Governor's Early Childhood Advisory Council Wisconsin 2023 Act 20 Overview

December 6, 2023

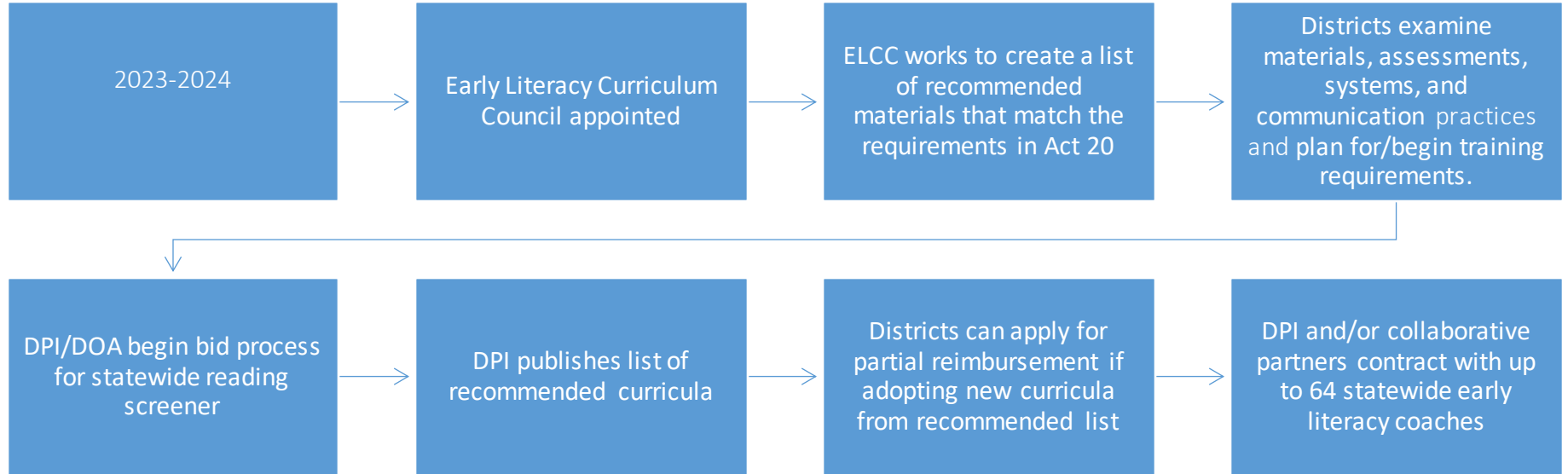


WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

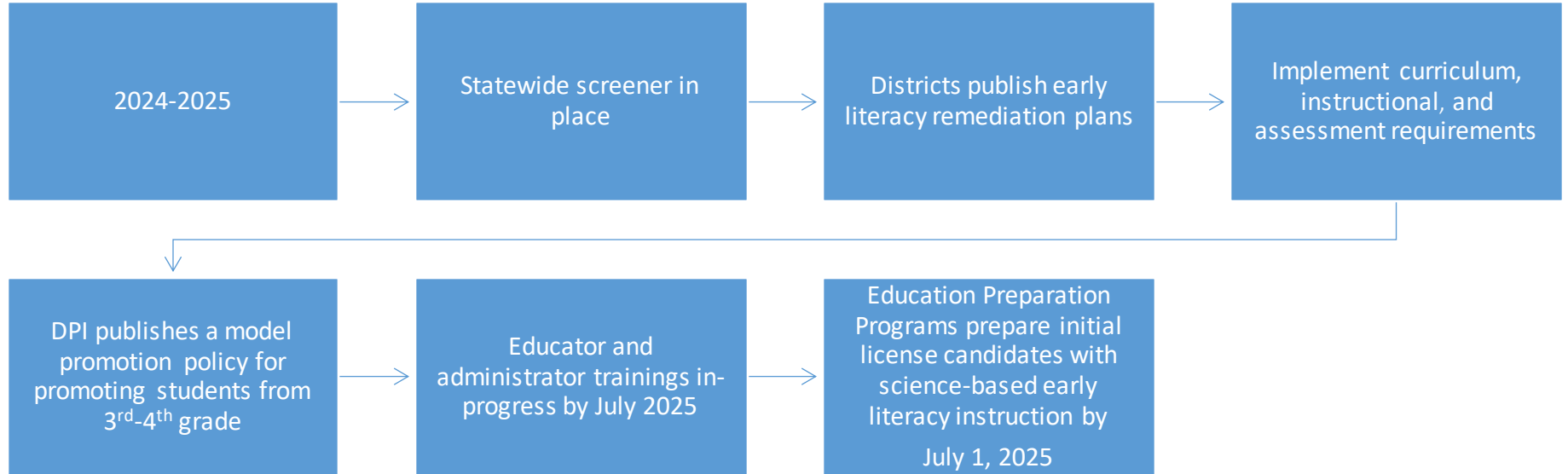
Key Components of Wisconsin 2023 Act 20

- **Early Literacy Curriculum Council**
- **Partial curriculum reimbursement grants**
- **Definition of science-based early literacy instruction**
- **Single statewide reading readiness screener**
- **Required reading training**
- **Statewide early literacy coaches**
- **Local reading remediation plan**
- **Personal reading plan**
- **Local promotion policy**
- **Revised requirements for educator preparation programs**

General Act 20 Timeline



General Act 20 Timeline



Councils

State Superintendent's Reading Advisory Council

Act 20 Council on Early Literacy Curriculum

Overarching outcomes:

- Strengthen literacy learning in Wisconsin's schools by creating conditions to support standards-based literacy instruction
- Foster students' use of reading to understand themselves and others, to acquire knowledge, and to participate in a democratic society
- Learn together and share information and recommendations with DPI

2 specific roles:

1. Present a list of recommended universal early literacy curricula to DPI for 5K through grade 3 that meets the definition of science-based early literacy instruction in the law AND does not use 3-cueing by 12/1/23
2. Consult with the State Superintendent on the individual who will serve as the Director of the Wisconsin Reading Center

Science-Based Early Literacy Instruction Defined

Science-based early reading instruction is defined as:

Instruction that is systematic and explicit and consists of at least all of the following:

1. *Phonological awareness*
2. *Phonemic awareness*
3. *Phonics*
4. *Building background knowledge*
5. *Oral language development*
6. *Vocabulary building*
7. *Instruction in writing*
8. *Instruction in comprehension*
9. *Reading fluency*

Science-Based Early Literacy Instruction Defined

Phonics is defined as:

The study of the relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency.

Note that Wisconsin standards for ELA 2020 defines fluency as being comprised of:

Accuracy, automaticity, and prosody.

Pause and Reflect



Early reading instruction in Wisconsin must meet the definition of phonics and science-based early literacy instruction as stated in Act 20.



How does this definition connect to WMELS, the WI ELA Standards and the Head Start Early Learning Outcomes Framework?



Resource: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>; <https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/dpl-wmels-5-web.pdf>

The Role of the Early Childhood Educator

Science-based Early Reading	Example Practices
Phonological Awareness	Word play through songs and rhymes
Alphabetic Principle* & Phonics	Picture sorts; finding letter sounds in environmental print; interactive writing; abc chart activities
Building Background Knowledge/Conceptual Knowledge/Concepts of Print	Interactive read aloud; shared reading; interactive/shared writing; sensory experiences
Oral Language Development	Dialogic and Interactive reading; circle time discussions
Vocabulary Building	Picture word induction model; purposeful play
Writing	Shared writing; interactive writing; drawing & labeling
Comprehension	Wide & varied reading; circle time discussions
Fluency	Recite songs and poems; dramatic play; oral storytelling

Statewide Reading Readiness Screening Assessments for the 2024-2025 School Year

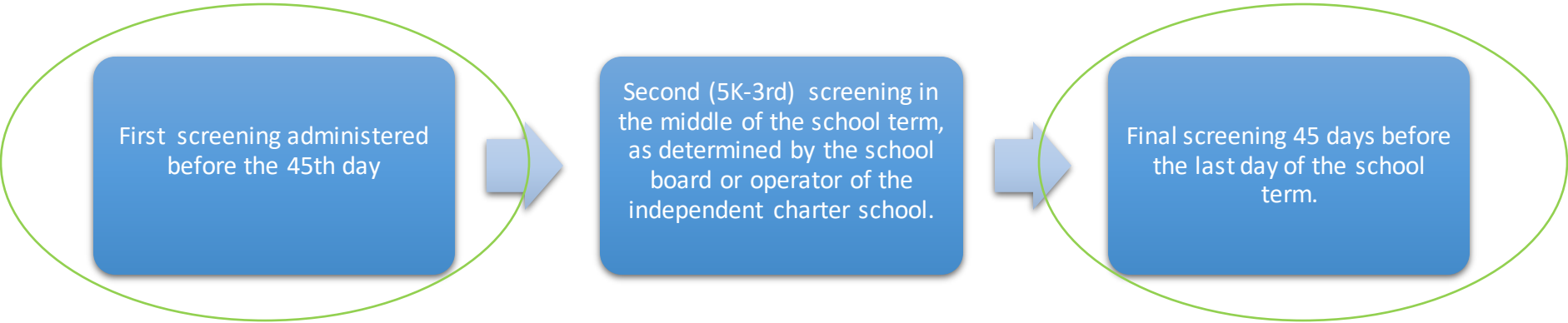
4k Students

- Fundamental skills screener
- Refers to “assessments that “evaluate whether a pupil possess phonemic awareness & letter sound knowledge” (Act 20).
- Must occur 2 x per year

5K-3 Students

- Universal screener
- Refers to “assessments that evaluate a pupil’s skills in all of the following areas: phonemic awareness, decoding skills, alphabetic knowledge, letter sound knowledge, & oral vocabulary” (Act 20).
- Must occur 3x per year


Screening Administration Timeline



No later than 15 days after the reading readiness assessment has been scored, schools will share results with parents and families that include all of the following in an understandable form:

- A plain language description of the literacy skills the assessment measures
- The child's overall score and score in any subskill areas
- The child's percentile rank
- The definition of "at-risk" (25th percentile) and the score that would translate to "at-risk"

Starting in 5K

- Reading curriculum aligned to Act 20
 - Training in science-based early literacy instruction
 - Early literacy remediation plan
 - Diagnostic assessments
 - Personal reading plans
 - Statewide literacy coaches
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Where to find more information

Web site:

[Act 20 Q & A](#)

Contact us:

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