

# **Blueprint for Early Literacy Comprehensive System of Services, PreK Through Third Grade**

Presentation prepared by the Agency of Education  
for the  
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# Does the State Have a Literacy Plan?

YES. The [Blueprint for Early Literacy](#) was developed as a blueprint and service delivery plan for an Early Literacy Comprehensive System of Services, Prekindergarten through Third Grade. The primary audiences for this plan were local policymakers and education leaders.

- "The ability to read is critical to success in learning. All students need to receive systematic reading instruction in the early grades from a teacher who is skilled in teaching reading through a variety of instructional strategies that take into account the different learning styles and language backgrounds of the students. Some students may require intensive supplemental instruction tailored to the unique difficulties encountered" ([The Vermont Statutes Online](#)).

# How Was the Blueprint Developed?

- This plan was prepared by RMC Research Corporation in Arlington, Virginia working under contract to the Vermont Agency of Education (AOE).
- The work was supported by key staff at the Vermont AOE as well as an invited stakeholder group drawn from across the state to provide input into the design and content of the plan.

# Who Was Involved in the Development?

Stakeholder groups included:

- Parents
- Vermont School Library Association
- UVM Department of Education
- Local supervisory unions and school districts
- Vermont Council of Special Education Administrators
- Vermont Department of Libraries
- Vermont Curriculum Leaders Association
- Center on Disability and Community Inclusion
- Vermont Principals Association
- Vermont Department of Mental Health, Child, Adolescent and Family Unit
- Champlain College, Division of Education and Human Studies
- Vermont Council on Reading
- Vermont State Board of Education
- Building Bright Futures
- Pyramid Model Consortium.

# How is the Blueprint Structured?

# Section 1: Introduction

**Section 1** provides information about young Vermonters' early reading achievement and identifies key resources in Vermont to support early reading.

# Section 1 Outline

## Understanding the Need

Student assessment data

## Theory of Change

"If Vermont implements its Early Literacy Comprehensive System of Services Plan, then Vermont will strengthen capacity to improve early literacy instruction and support; if literacy instruction and support is improved, then literacy development and achievement PreK through grade three will increase."

## Vermont Assets to Support the Plan

Vermont's existing policy reports, systems, programs, and resources that readily support and set the context for the development of an early childhood comprehensive literacy plan.

# **Section 2: Supporting Children's Reading PreK through Third Grade**

**Section 2** provides the research and evidence-based practices that support a collaborative, coordinated, equitable, and aligned PreK-3 literacy system.

# Section 2 Outline

## **How Children Learn to Read**

This section explains the complex and multifaceted process of learning to read.

## **Balanced Literacy Instruction**

Research clearly supports the use of a range of instructional approaches in supporting literacy development for students during the PreK through third grade period.

## **Research and Evidence-Based Practices**

This section includes practices compiled from published reports, guidance, and recommendations vetted by the U.S. Department of Education and other national policy and research organizations and how they operate within the VTmtss Framework.

# **Section 3: Comprehensive Service Delivery Plan**

**Section 3** outlines a comprehensive literacy plan for children PreK-3 including potential roles and responsibilities at the state and local level.

# Section 3 Outline

## **Step 1: Conducting a Local Needs Assessment**

Collect and analyze student data, teacher data, system data

## **Step 2: Conducting Local Asset Mapping**

What resources are available or could be made available?

## **Step 3: Articulate an Early Literacy Action Plan**

Recognize the roles of State Education Agency, State Standards Board, Vermont Standards Board for Professional Educators, and Supervisory Union and Supervisory Districts

# Appendices

- Definition of terms (Appendix A)
- Details about Vermont state policies and programs that support the plan (Appendix B)
- Further review of the research on how children learn to read (Appendix C)
- Listing of additional research resources for the identified best practices (Appendix D).

# **What Key Strategies are Identified in the Blueprint?**

# Recommendations by Focus Area

Research, evidence-based practices, and state and local recommendations for each focus area can be found on the corresponding page(s):

- **A Systemic and Comprehensive Approach: A Systemic Culture of Growth and Improvement** (p. 17, 24-26)
- **Effective Collaboration: A Culture of Collaboration** (p. 17, 26-27)
- **High-quality Instruction and Intervention that is Responsive and Differentiated: A Culture of Instructional Excellence and Engagement** (p. 18, 27-29)
- **Comprehensive and Balanced Assessment System: A Culture of Data-Informed Decision Making** (p. 18, 29-30)
- **Expertise: A Culture that Builds Expertise** (p. 19, 31-32)
- **Decision Making for Excellence and Equity: A Culture of Equitable and Developmentally, Linguistically, and Culturally Appropriate Practices** (pp. 19-20, 32-33)

# **How Does the Blueprint Align with Regulatory Language?**

# Regulatory Language

- [16 V.S.A. § 2903](#) Preventing early school failure; reading instruction
- [Act 173](#) (An act relating to enhancing the effectiveness, availability, and equity of services provided to students who require additional support.)
- [Act 28](#) (An act relating to improving prekindergarten through grade 12 literacy within the State.)
- [Vermont Early Learning Standards \(VELS\)](#)
- [EQS](#) 2120.1 (Instructional Practices), 2120.5 (Curriculum Content), 2121.5 (Tiered System of Support), 2123.1 (Participation in the State Comprehensive Assessment System), 2123.2 (Development and Implementation of Local Comprehensive Assessment System)

# Why Focus on Early Literacy?

# National Research Is Clear

According to the [State Policy Levers for Improving Literacy](#) (Comprehensive Center Network National Center):

- "As state policymakers, especially those in state education agencies (SEAs), reflect on their 2019 NAEP reading scores, there are several validated steps to take in prekindergarten through grade 3 to ensure reading success and several implementation questions to address" (1).
- "[I]t makes policy sense to focus early childhood programs — whether in private centers, home care, Head Start, or public prekindergarten — on accelerating the language development of all children to ensure that they will be able to comprehend the meanings of the words, sentences, and text they learn to read in elementary school" (1).
- "The What Works Clearinghouse (WWC) has produced several literacy practice guides that recommend instructional practices based on systematic reviews of the research [...] To ensure that all students in grades K–3 are on track to proficient reading performance, classroom instruction needs to be systematic and explicit" (2).

# Questions

are very welcome