



# Advisory Council on Literacy

## February 21, 2024, 3:00 p.m. – 5:00 p.m.

### AGENDA

**Microsoft Teams Virtual Meeting**  
**Call In: 1-802-552-8456**  
**Conference ID: 655 264 880#**

[No. 28. An act relating to improving prekindergarten through grade 12 literacy within the State.](#)

Members: Gwen Carmolli, Vermont Curriculum Leaders Association, Chair; Emily Leute, Agency of Education; Bill Clark, Standards Board for Professional Educators; Bev Davis, Associate Executive Director, Vermont Superintendents Association; Darren McIntyre, Vermont Council of Special Education Administrators; Beth O'Brien, Vermont Principals' Association, Vice Chair; Don Tinney, Vermont National Education Association; Catherine Campbell, Maple Run School District; Jennifer Farnsworth, Essex-Westford Educational Community Unified Union School District; Susan Koch, Montpelier Roxbury School District; Cynthia Gardner-Morse, Community Member; Ana Russo, Vermont Agency of Education; Amy McMullen, Vermont School Boards Association; Susan Gray, Vermont Independent Schools Association; Michael Flannagan, Maple Run School District; Charley Gunkel, Montpelier High School

AGENDA		<a href="#">Meeting Link</a>
<p><b>MEETING GOALS:</b></p> <ul style="list-style-type: none"> <li>● Hear literacy updates</li> <li>● Hear VTCAP 2023 literacy assessment results</li> </ul>	<p><b>Attendees:</b>  <b>Chair:</b> Gwen Carmolli  <b>Note Taker:</b> To be determined  <b>Date &amp; Time:</b> February 21, 3:00-5:00  <b>Format:</b> Online meeting</p>	
<p><b>NORMS</b></p> <ul style="list-style-type: none"> <li>● Listen thoughtfully &amp; assume positive intentions</li> <li>● Ground statements in evidence</li> <li>● Stick to the protocol</li> <li>● Begin &amp; end on time</li> </ul>	<p><b>DECISION MAKING PROCESS</b></p> <ul style="list-style-type: none"> <li>● Gather Information &amp; Input</li> <li>● Deliberate</li> <li>● Prioritize</li> <li>● Vote</li> </ul>	

TIME	MINUTES	ACTIVITIES & NOTES
3:00	20	<p><b>Council Work:</b></p> <ul style="list-style-type: none"> <li>● Welcome &amp; Updates</li> <li>● Select notetaker</li> <li>● Roll Call &amp; share - Name, role, and share a literacy assessment or data collection that is useful in your role</li> </ul>

3:20	40	<b>Updates</b> (Gwen & AOE Representative) <ul style="list-style-type: none"> <li>• AOE updates</li> <li>• VTCAP 2023 literacy results</li> </ul> Note: Questions will be gathered & answered at a future meeting
4:00	30	<b>Data Collection/Assessment</b> (Gwen & Council) <ul style="list-style-type: none"> <li>• Evidence-based literacy assessment practices</li> <li>• Discussion about data collection to support improvement efforts</li> </ul>
4:30	5	<b>Approve Meeting Minutes - <a href="#">January DRAFT Minutes</a></b> (Motion & Vote)
4:35	10	<b>Public Comment</b> (Hear) Brief comment/s - up to 2 minutes, respectful - Thank you!
4:45	5	<b>Wrap Up</b>

***Evidence-Based Resources***

<b>Research &amp; Recommendations</b>	National Reading Panel Florida Center for Reading Research CEEDAR Center Institute for Educational Sciences (IES) VT AOE Literacy webpage
<b>Instructional Practices Resources</b>	IES Practice Guides VT AOE Literacy webpage
<b>Instructional Programs</b>	IES What Works Clearinghouse (efficacy) Evidence for ESSA (efficacy) EdReports (alignment to standards & usability)

[National Reading Panel](#)  
[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)  
[Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)  
[Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#)  
[Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#)  
[Providing Reading Intervention for Students in Grades 4-9](#)  
[Evidence-Based Reading Instruction for Grades K-5](#)  
[What Works Clearinghouse](#)  
[Evidence for ESSA](#)

**Evidence-Based Instructional Practices from IES Practice Guides for K-3**

**[Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#)**

1. *Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.*
2. *Develop awareness of the segments of sounds in speech and how they link to letters.*
3. *Teach students to decode words, analyze word parts, and write and recognize words.*
4. *Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.*

**[Improving Reading Comprehension in Kindergarten Through Third Grade](#)**

1. *Teach students how to use reading comprehension strategies.*
2. *Teach students to identify and use the text's organizational structure to comprehend, learn, and remember content.*
3. *Guide students through focused, high-quality discussion on the meaning of text.*
4. *Select texts purposefully to support comprehension development.*
5. *Establish an engaging and motivating context in which to teach reading comprehension.*

**[Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#)**

1. *Screen all students for potential reading problems at the beginning of the year and again in the middle of the year.*
2. *Provide time for differentiated reading instruction for all students based on assessments of students' current reading level.*
3. *Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening.*
4. *Monitor the progress of tier 2 students at least once a month.*
5. *Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in tier 2 small group instruction.*