

## English Language Arts and Literacy Resource Roadmap

### Purpose

The purpose of this document is to provide a roadmap of existing resources related to English Language Arts (ELA) and literacy, both produced by the Agency of Education (AOE) as well as those that have been created by external sources and have proven to be high-quality.

### English Language Arts and Literacy Instruction, Curriculum, and Assessment Resources

#### AOE Resources

These resources were developed by the AOE to assist the field in improving ELA and literacy outcomes for all students, including providing support to the [Advisory Council on Literacy](#) in performing their duties as defined in [Act 28 of 2021](#).

- [A Vermont Portrait of a Graduate Through English Language Arts](#) – This document illustrates how the six attributes of a [Vermont Portrait of a Graduate](#) can be addressed through ELA.
- [Defining Literacy – A Brief Discussion](#) – This document explores how the definition of literacy changes over time to reflect the increasing complexity of what it means to be a literate individual at different developmental stages.
- [English Language Arts: Spotlight on Equity Resources](#) – This resource provides a list of considerations and resources for the purpose of supporting equity and access in ELA while emphasizing high-quality and culturally sustaining learning opportunities for all students.
- [Glossary of Literacy Terms](#) – This document provides definitions for common literacy terms.
- [Grammar and Writing Resources](#) – This document is an annotated compilation of grammar and writing resources.
- [Lexile Framework for Reading](#) – This is a link to AOE’s Lexile webpage.
- [Literacy and the Smarter Balanced Statewide Summative Assessment System - Executive Summary](#) – This document provides a brief overview of the Smarter Balanced Statewide Assessment (SBAC) of ELA and what it measures.
- [Literary Learning: The Newsletter for Vermont’s English Language Arts Educators and Supporters](#) – This is a link to all past issues of Vermont’s ELA newsletter, which contain articles, resources, and professional learning opportunities to support educators in their ELA and literacy instruction, curriculum, and assessment.

### Contact Information:

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- [Presentation on the Blueprint for Early Literacy](#) – This presentation provides an outline of the State’s Literacy Plan and is useful in navigating the [Blueprint for Early Literacy Comprehensive System of Services, PreK Through Third Grade](#).
- [Project-Based Learning Document Sequence](#) – This series provides information about Project-Based Learning, which is a “teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge” ([PBL Works](#)).
- [Review of National and Statewide Summative Assessment Data for English Language Arts](#) (Presentation) – This presentation provides a data review on two statewide summative assessments – National Assessment of Educational Progress (NAEP) and Smarter Balanced Assessment Consortium (SBAC). The [Act 28 Literacy Council Data Presentation: Questions and Answers Follow-Up](#) provides answers to questions that came up for the Advisory Council on Literacy as they examined these data.
- [Vermont Early Learning Standards \(VELS\)](#) – There is a link to the VELS webpage, which states that the importance of high-quality early childhood experiences that are research based is the foundation for school success and lifelong learning. VELS make explicit the goals for each and every child’s learning and development from birth through grade 3.

## External Resources

These resources have been collected by AOE content specialists and vetted for quality.

- [Lexile and Quantile Hub](#) – The Lexile Framework measures both a student’s reading ability and text complexity, linking student reading ability with texts that are appropriately challenging. The Hub's many resources include Lexile Find-A-Book, which identifies books with specific Lexile measures; the Lexile Analyzer, which provides Lexile scores for custom text; Lexile Word Lists to address vocabulary gaps and prepare students for the academic words they will encounter in their learning; and the Lexile Career Database, which helps educators, parents, and students identify the reading ability needed for entry into a desired career.
- [Literacy Essentials](#) – This resource from Michigan’s Early Literacy Task Force includes research- and evidence-based [Essential Practices](#) to improve literacy outcomes, as well as [Literacy Essentials Modules](#) that walk educators through the prekindergarten and K-3 documents.
- [Reading Diversity: A Tool for Selecting Diverse Texts](#) – This interactive tool and accompanying [Teacher’s Edition](#) from Learning for Justice provides educators with a multi-dimensional approach to the text selection process that includes considerations that prioritize text complexity, critical literacy, and cultural responsiveness.
- [Reading Rockets](#) – This resource is a “national multimedia project that offers a wealth of research-based reading strategies, lessons, and activities designed to help young children learn how to read and read better. Our reading resources assist parents, teachers, and other educators in helping struggling readers build fluency, vocabulary, and comprehension skills.”
- [State of Dyslexia](#) – This resource from the National Center on Improving Literacy provides information about legislation related to Dyslexia across the United States,

including Dyslexia policies, screening policies, intervention policies, and a state legislation map.

- [Teaching Strategies](#) – This collection of teaching strategies from [Learning for Justice](#) helps teachers build literacy as well as social emotional skills while exploring meaningful texts. Each strategy is aligned to the Common Core and includes a special note about English language learners and connections to anti-bias education.
- [Text Project](#) – This resource provides strategies, tools, and texts to support beginning and struggling readers.
- [Vermont Seal of Biliteracy](#) – This is an award given to students who have studied and demonstrated proficiency in English and one or more languages by high school graduation.

### **Student Achievement Partners (Achieve the Core)**

[Student Achievement Partners](#) provide many resources to support English Language Arts and literacy instruction, curriculum development, and assessment. These have been collected by AOE content specialists and vetted for quality.

- [Early Reading Accelerators](#) – This collection from Achieve the Core provides resources to support implementation of the two critical components of systematic early reading instruction: [Foundational Skills](#) and [Knowledge and Vocabulary](#).
- [How We Read - A Graphic Guide to Literacy](#) – This graphic guide illustrates the brain science involved in reading.
- [Priority Instructional Content in ELA/Literacy and Mathematics](#) – This document identifies specific CCSS standards as “priority” and suggests the remaining standards be taught in support of those priority standards.
- [Text Analysis Toolkit](#) – This collection of resources from Student Achievement Partners supports educators in selecting and analyzing texts based on complexity and cultural relevance, taking into consideration the identities of educators as well as their students. These [Sample Text Analyses and Planning Guides](#) illustrate ways in which educators can use the tools provided in the toolkit.
- [Text Complexity](#) – This collection focuses on the research behind text complexity as well as strategies to support teachers’ selection of appropriately complex texts.
- [Text Set Project: Building Knowledge and Vocabulary](#) and [Text Set Guidance](#) – These resources provide information about text sets, which support all learners in building knowledge and developing vocabulary.

### **What Works Clearinghouse/IES Practice Guides**

The [What Works Clearinghouse/IES Practice Guides](#) present recommendations for educators, which are based on reviews of research, practitioner experiences, and expert opinions. There is also a [Resources for Educators](#) page. AOE content specialists have created annotated summaries of the following Practice Guides, all of which are related to ELA and literacy, to assist educators in navigating them.

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

- The [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#) practice guide is designed to assist classroom teachers and specialists in improving the foundational literacy skills of students in grades kindergarten through 3rd grade.
- [Annotated Guide for Improving Adolescent Literacy – Effective Classroom and Intervention Practices](#)
  - The [Improving Adolescent Literacy: Effective Classroom and Intervention Practices](#) practice guide is designed to help classroom teachers and specialists improve reading ability of adolescent students and contains recommendations to help students get more from reading tasks, increase motivation and engagement, and provide extra support to struggling readers.
- [Annotated Guide for Improving Reading Comprehension in Kindergarten Through 3rd Grade](#)
  - The [Improving Reading Comprehension in Kindergarten Through 3rd Grade](#) practice guide is designed to assist classroom teachers and specialists in improving the reading comprehension skills of students in grades kindergarten through 3rd grade contains recommendations to help students engage with and comprehend texts.
- [Annotated Guide for Providing Reading Interventions for Students in Grades 4-9](#)
  - The [Providing Reading Interventions for Students in Grades 4-9](#) practice guide is designed to help classroom teachers and specialists improve reading ability of students in grades 4-9 and contains recommendations of ways to build students' decoding skills, fluency, and comprehension.
- [Annotated Guide for Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)
  - The [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#) practice guide is designed to assist classroom teachers and specialists in improving the literacy skills of English learners and contains recommendations to help students acquire academic vocabulary and improve oral and written English.

Other Practice Guides related to ELA and literacy include:

- [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#)
- [Teaching Elementary School Students to Be Effective Writers](#)
- [Teaching Secondary Students to Write Effectively](#)

## Research and Evidence Base

These resources provide information about the research and evidence base supporting best practices in ELA and literacy instruction, curriculum, and assessment.

- [Best Practices in Early Childhood Literacy Brief PreK](#) (University of Connecticut Center for Education Policy Analysis, Research, and Evaluation)
- [Defining Literacy – Research Excerpts](#) – This document from the AOE includes research excerpts about the definition of literacy.

- [Evidence-based Literacy Programs and Practices](#) (IES/WWC)
- [Florida Center for Reading Research](#)
- [Head Start Language and Literacy Resources Birth- PreK](#)
- [How We Read - A Graphic Guide to Literacy](#) (SAP)
- [International Literacy Association \(ILA\) Science of Reading Research and Resources](#) and [Position Statement Collections](#)
- [Literacy Leadership Brief: What Effective PreK Literacy Instruction Looks Like](#) (ILA)
- [Literacy Research Association \(LRA\) Research Site](#)
- [National Association for the Education of Young Children \(NAEYC\) Research](#)
- [National Council of Teachers of English \(NCTE\) Research site](#), including [A Call to Action: What We Know About Adolescent Literacy](#) and [Literacy Assessments: Definitions, Principles, and Practices](#).
- [Reading as Liberation – An Examination of the Research Base](#) – This research synthesis from Student Achievement Partners (SAP) looks and multiple research studies.
- [Relationship Between Reading Enjoyment and Proficiency](#) – This AOE document is a review of articles and research syntheses that examine the relationship between a love of reading and literacy proficiency.
- [Research Supporting Foundational Skills in Reading](#) (SAP)
- [Research Supporting the Common Core ELA Shifts and Standards](#) (SAP)
- [Shanahan on Literacy](#) (research and resources)
- [What Reading Does for the Mind](#) (Cunningham and Stanovich)
- [What We Know About Early Literacy and Language Development](#) (Zero to Three)