

WI Early Literacy Curriculum Council (ELCC)

Tuesday, May 14, 2023 | 4:00 pm

MINUTES

Virtual Meeting: Zoom Meeting

Call to Order - Chairperson Amy McGovern called the meeting to order at approximately 4:01 pm.

Attendance - Quorum was present.

Council Members:

Present: Amy McGovern (Chairperson), Holly Prast (Vice Chairperson), Katie Kasubaski (Secretary), Megan Dixon, Nancy Dressel, Itzel Galindo, Joe Garza, and Bill Hughes.

Absent: Kari Flitz

Department of Instruction Staff: Laura Adams

Approval of the Agenda - Chairperson

Motion: Nancy Dressel motioned to approve the agenda. Joe Garza seconded the motion. **The motion was carried 8-0.** (Kari Flitz was not present for this vote.)

Approval of the Minutes - Chairperson

Motion: Katie Kasubaski motioned to approve the May 6, 2024 minutes as presented. Itzel Galindo seconded the motion. **The motion was carried 8-0.** (Kari Flitz was not present for this vote.)

2024 Curricular Rubric Revisions - Chairperson

Members discussed rephrasing sentences from the “should not include” section of the rubric. The DPI clarified that these minimal wording changes will not require ELCC members to review materials that were previously submitted that have not been revised. Definitions for basal readers, differentiated text and leveled text were approved to be added to the rubric definitions for members to consult during the next review process.

Motion: Amy McGovern motioned to approve the definitions for leveled text, differentiated text and basal readers to be added to the rubric glossary of terms.

Basal Readers:

A basal reader is a textbook that combines short stories, poems and other texts (fiction and nonfiction) with practice exercises to teach reading. Basals, often using short stories and novel excerpts, are designed to teach vocabulary words, comprehension, and literacy concepts.

Differentiated Text:

Typically, these texts are part of a basal series. The same story is written with at least 3 different

Lexile ‘complexity bands’ that allow all students to access the same content regardless of their reading skills. Complexity bands begin with what publishers gauge as the grade-level band according to common core text complexity rating structures that take into account qualitative, quantitative, and reader and task considerations. Usually, differentiated texts are written at an approaching grade level, on grade level, above grade level, and sometimes with considerations for multilingual learners. This text is typically used during instruction to scaffold up to grade level reading.

Leveled Text:

Generally, these texts rely on a qualitative leveling system that includes a multipoint continuum (from A-Z) based on 10 criteria: genre/form, text structure, content, themes and ideas, language and literacy features, sentence complexity, vocabulary words, illustrations, and book and print features. A “level” is typically determined by giving an informal reading inventory. The goal of giving the inventory is to identify the student’s instructional level, whereby the student reads the text with 95% accuracy and understands 75-89% of the comprehension questions. (Betts, 1946) Definition informed by the work of Tim Shanahan, American Educator Journal, Summer 2020

Joe Garza seconded the motion. **The motion was carried 8-0.** (Kari Flitz was not present for this vote.)

Motion: Holly Prast motioned to direct Amy McGovern to write and insert a definition of decodable reader into the rubric. Joe Garza seconded the motion. **The motion was carried 8-0.** (Kari Flitz was not present for this vote.)

Motion: Joe Garza motioned to accept the “yes/no” wording changes to the rubric as presented. Nancy Dressel seconded the motion. **The motion was carried 8-0.** (Kari Flitz was not present for this vote.)

ELCC Bylaws Update - Chairperson

Members discussed asking a third party to review the draft bylaws discussed at the May 6, 2024 meeting. The DPI office of legal services serves the council and they are willing to review the council bylaws, but the DPI would not be able to pay for another legal firm or other review services. Members suggested having the DPI review the bylaws first and then seek a review by a third party. The council will send the bylaws to both Laura Adams and Ben Joes for review. Members discussed the differences between bylaws and guidelines and the need to have both documents.

Council Updates - Chairperson

Vendor submissions for the next review period will open in June. The DPI will confirm whether the submissions can begin to be accepted on Saturday, June 1, 2024 or if they need to begin on Monday, June 3, 2024. The vendor rubric will be updated by DPI with the approved changes at this meeting.

The next virtual meeting is Tuesday, June 18, 2024 from 4:00 - 6:00 pm.

Future meeting dates:

Tuesday, July 16, 2024 from 4:00 - 6:00 pm

Thursday, August 13, 2024 from 4:00 - 6:00 pm

Thursday, September 12, 2024 from 4:00 - 6:00 pm

Thursday, October 17, 2024 from 4:00 - 6:00 pm (review instructional materials scores)

Tuesday, October 29, 2024 from 4:00 - 6:00 pm (Curriculum list decision)

Adjournment - The meeting was adjourned at approximately 6:00 pm.