

# Early Literacy Curriculum Council

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**Public Instruction**  
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# Meeting Agenda


- **Introduction and connections**
- **Communication and participation agreements**
- **Review of open meeting requirements and plans to communicate**
  - Discussion about recording of meetings – pros and cons
  - Using levels of consensus to make a decision about recording of meetings
- **Establish consistent day and time for meetings going forward**
- **Clarification of terms related to council responsibilities**
- **Review of task**
  - Discussion about adding an additional rubric
  - Discussion about deadline for submitting rubric reviews
- **Open time for questions or other agenda items**
- **Content for next meeting**
- **Closing**

# Communication and Participation Agreements

## Participating during council meetings

- In the virtual platform, it's necessary to “spotlight” a member when they speak
- Last week there was a delay in “spotlighting” as we located who was speaking
- Similar to what happens in legislative hearings, please indicate in the chat when you have something to share, then we will “spotlight” you and unmute
- What agreements or meeting norms have you found helpful in meetings in the past?

# Review of Open Meeting Requirements

- Refer to the communication shared by the Office of Legal Services
  - Open discussion: What do you see as the pros or cons of recording these council meetings?
  - Using levels of consensus to make a decision about recording of council meetings
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# Levels of Consensus

We will use a  
levels of consensus  
protocol to make  
decisions

5 - I can say an unqualified yes and fully support the decision

4 - I find the decision perfectly acceptable

3 - I can live with the decision but am not enthusiastic about it

2 - I do not agree with the decision but will not block it

1 - I do not agree with the decision and I will stand in the way of it

# Clarification of Terms Related to Council Responsibilities

## Curriculum and Instructional Materials

3. The council on early literacy curricula may recommend only early literacy curricula and instructional materials that satisfy the following criteria:

1. The curricula and instructional materials include **all** of the components of science-based early reading instruction.
2. The curricula and instructional materials do not include 3-cueing.


- The repeated references to Units of Study, a core curriculum for all learners, by legislators in the hearing testimony provides support for “curriculum” and “instructional materials” to be defined as those materials used in core instruction for all children as opposed to interventions, which are generally for a subset of children and not all children.
- Interventions are often focused on one or more reading subskills. The fact that the statute specifies that the criteria for the recommended list include “all of the components of science-based early reading instruction” also supports the idea that “curriculum” and “instructional materials” here refers to a core curriculum for use with all children.
- In the section of the statute pertaining to local early remediation plans, there is specific language about LEAs needing to include “a description of the interventions the school board uses”, which shows that legislators did differentiate “interventions” from “curriculum” or “instructional materials”.

# Clarification of Terms Related to Council Responsibilities

## Writing versus Handwriting

- Nothing in the hearing testimony suggests that anyone considered the bill to be adding new requirements with respect to handwriting or letter formation. The Office of Legal Counsel believes that the legislature would have used the terms “cursive writing” or “handwriting” or “letter formation” if that is what they meant given past legislation that was introduced that specifically mentioned “cursive writing” or “handwriting”. Instead, “instruction in writing” is listed between “vocabulary building” and “instruction in comprehension” which supports the conclusion that writing means conveying ideas to others in writing (e.g. using vocabulary to convey ideas is complementary to the skill of comprehending the ideas in writings that a student reads.).
- Again we note that the statute specifies that the criteria for the recommended list include “all of the components of science-based early reading instruction”. Preliminary searching showed that existing educational resources for providing instruction in letter formation and handwriting are generally stand-alone or supplementary resources and did not seem to include “all of the components of science-based early reading instruction” as defined in the statute.
- Grade/Age-appropriate writing, especially in 5K, could include both letter formation AND creating simple text.

# Review of Task

- **Task:** Reach consensus on a common rubric that all council members will use to rate and review early literacy curricula
  - **Open discussion:** Proposal to add additional rubric
  - **Pros and cons**
  - **Using levels of consensus to make a decision**
- 



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# Review of Task

- **Open discussion: Deadline for submitting final ratings for each rubric**

# Open Time for Questions or Other Agenda Items



# Content for Next Meeting

- **Open discussion and reaching consensus on a rubric the council will use to review and rate instructional materials**
- **Process DPI is establishing for collecting instructional materials and providing them to council members**
- **Other?**
- **Future meeting topic: Review of statutory language related to council responsibility and the position of the DPI Director of the Office of Literacy/Wisconsin Reading Center and open discussion about how council wants to approach this**

# Closing

