

Wisconsin Act 20

(Early Literacy Remediation Plan)

Curriculum and Instruction

As part of Wisconsin's commitment to supporting strong reading skills, all schools are required to provide science-based early literacy instruction. This type of teaching is based on proven research about how children learn to read and is used both in classroom settings and in interventions for students who need extra support.

Science-based early literacy instruction includes the following:

- **Phonological and phonemic awareness:** understanding sounds in words
- **Phonics:** learning how letters and sounds work together to make words
- **Building background knowledge:** connecting learning to the world around us
- **Oral language development:** practicing speaking and listening skills
- **Vocabulary building:** learning new words and their meanings
- **Instruction in writing:** developing skills to express ideas through writing
- **Instruction in comprehension:** understanding and making meaning from what is read
- **Reading fluency:** reading smoothly and accurately with expression

This approach ensures that all students build the foundational skills they need to become confident and capable readers. Find out more about Act 20 on the Wisconsin Department of Public Instruction's [Wisconsin Reads](#) page. If you have questions about your child's literacy instruction, please contact your child's teacher or school.

Assessments

All students in K4 through grade 3 in Wisconsin public school districts and independent charter schools will participate in the aimswebPlus early literacy screener. This screener helps identify key reading skills to support every child's success.

Here is how it works.

- **K4 students:**
 - Assessed on phonemic awareness (beginning sounds) and letter sound knowledge
 - Screener administered three times per year
- **K5 through grade 3 students:**

- Assessed on phonemic awareness, decoding skills (reading words), alphabet knowledge, letter sound knowledge, and oral vocabulary
- Screener administered three times per year

If the screener shows that a child may be "at risk" (scoring below the 25th percentile), additional steps will be taken:

- A diagnostic reading assessment will be given to identify specific needs.
- A personal reading plan will be created to provide targeted support.

It's important to know that participating in the screener is required for all students. Families do not have the option to opt out.

These assessments are a vital tool to help ensure that all students receive the support they need to grow as readers.

Family Notification

As part of our commitment to supporting every child's reading success, our district uses an early literacy screener (STAR Early Literacy) to assess key reading-readiness skills. Families will receive their child's screener results no later than 15 days after the assessment is scored.

The results will include the following:

- Your child's overall score on the screener
- Scores in specific early literacy skill areas assessed
- Your child's percentile rank (if available)
- A simple explanation of what the screener measures and what the scores mean

If the screener shows that your child may need additional support, you will also receive the following:

- Information about what it means to be "at risk" for reading challenges and the scores that indicate this
- Details about a diagnostic reading assessment (if one is given), including your child's results and what they mean
- Resources about dyslexia, including common signs and how to get help, such as making a special education referral. Additional information is available at [Wisconsin's Informational Guidebook on Dyslexia and Related Conditions](#).

For children identified as "at risk," the teacher will create a personal reading plan to support their growth. Families will receive a copy of this plan, along with updates on their child's progress after 10 weeks.

We ask families to sign and return the personal reading plan to the school. Please note that this is a notification, not a consent form.

We are here to partner with you and support your child's journey toward becoming a confident reader. If you have any questions about the screener or your child's results, please contact your child's teacher/school.

Personal Reading Plan

For students in K5 through grade 3 who score at or below the 25th percentile on the universal screener, a personal reading plan will be created to help your child build the skills they need to succeed.

Each personal reading plan will include the following:

- Specific early literacy skills that your child needs to strengthen
- Clear goals and benchmarks to track progress toward grade-level reading skills
- Details on how your child's progress will be monitored
- A description of the interventions and additional teaching services that will be provided
- Information on the reading instruction methods that your child's teacher will use
- Strategies you can use at home to support your child's reading growth
- Any other services available to accelerate your child's progress

The personal reading plan is designed to be a collaborative tool between the school and your family, ensuring that your child receives the support they need to thrive as a reader.

Exit Criteria

Students will continue to receive support through their personal reading plan until they show they've met their goals and are on track with grade-level reading skills.

- For students in K5 through grade 2:
A team of school staff, parents, and other stakeholders will review your child's progress. Together, they'll decide whether the goals of the plan have been met and whether your child is showing adequate progress based on grade-specific reading measures.
- For students in grade 3:
In grade 3, state law requires students to demonstrate grade-level proficiency on the reading portion of the Wisconsin Forward Exam. A student's performance on this exam will determine whether they have reached grade-level reading skills.

Our goal is to ensure that every child has the support they need to succeed as readers.