



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Wit and Wisdom (Great Minds, 2020) with Pk-3 Reading Curriculum (Really Great Reading)</i>
Review Date	02/01/2024
DPI Approval Status	Not approved, does not meet Act 20 requirements

Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	<ul style="list-style-type: none"> The lessons provide direct, explicit, multisensory, and systematic playful instruction Defined in alignment with DPI definition Moves students quickly from the broader phonological awareness activities to the more refined level of phonemic awareness through engaging activities, stories, and opportunities to play with sounds Scope and sequence for systematic phonological awareness instruction Curriculum includes instruction of the larger units emphasis on instruction in and practice with phonological awareness skills. No exposure to print, only oral and auditory exposure 	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"> The lessons provide direct, explicit, multisensory, and systematic playful instruction Scope and sequence for systematic phonemic awareness instruction Emphasis on instruction in and practice with phonemic awareness skills. No exposure to print, only oral and auditory exposure Teaching students to identify sounds in an explicit, systematic, and multisensory way before matching them to letters Instruction progresses from simple (e.g., hearing initial sounds) to more complex activities (e.g., manipulating sounds) Four sub-strands: Beginning Sound Isolation, Blending, Segmenting, and Phoneme Manipulation 	Y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none"> The lessons provide direct, explicit, multisensory, and systematic playful instruction Scope and sequence is designed around well-documented 	Y

	<p>word-level statistics related to frequency of spelling and pronunciation patterns in English</p> <ul style="list-style-type: none"> • Geodes Classroom Library reinforce sequentially and explicitly taught phonics while building content knowledge • Countdown provides a predictable routine that teaches students strategies and offers instruction on how sounds are connected to letters • Each unit's passage only includes words with phonics concepts that your students have learned how to read • Instruction includes cumulative review including application in reading and writing. • Instruction is systematic and sequential, building from simple letter-sound correspondences to complex phonic patterns • Instruction includes spaced practice and interleaving of skills taught • Skills are practiced through applying letter-sound knowledge both in isolation and in decodable texts • included in advanced word study in grades 2 and above 	
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none"> • Repeated reading • Part of each Wit & Wisdom lesson 	N
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none"> • Access to complex grade-level text • Students learn to unlock the content and craft of texts to apply their background knowledge • In grades K-2, interactive read-aloud texts are 2-3 years above grade level and intentionally paired 	N
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"> • Routines are designed to strengthen verbal reasoning as well as knowledge of morphology • Multiple opportunities for students to learn new vocabulary using student-friendly definitions. • three instructional activities include Deep Teach, Light Touch, and Teach Related • Use of gaming and video to learn vocab • Repeatedly exposed to new words in a variety of contexts, variety of types of activities • Systematically build vocabulary through sustained study of a topic • Curriculum is intentionally designed to give students grounding in a diverse range of topics • Explicit vocabulary instruction focused on the three student outcomes: Content-Specific Vocabulary, Academic Vocabulary, Text-Critical Vocabulary • Deep Dives, builds student understanding of how words are formed, with special attention given to high-utility affixes and Greek and Latin roots. 	Y
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"> • Rubrics for text-based writing • Models give students visuals for organizing their expository, argumentative, and narrative 	N

	<ul style="list-style-type: none"> Curriculum is designed to seamlessly integrate practices from the ELA standards in reading, writing, speaking and listening 	
Systematic & Explicit Instruction in Reading Fluency	<ul style="list-style-type: none"> Fluency Passages are strictly controlled, decodable passages, directly aligned to the Blast Scope and Sequence Students reread the passages multiple times over the course of several days Students in K-3 can practice the fluency skills and progressions within the partnered high-quality foundational skills program using the Geodes readable texts Builds students' overall fluency skills while also scaffolding understanding of specific module texts An explicit introduction, Reflection, Routine fluency homework, Formal and informal reading fluency performances, Authentic fluency tasks integrated Word, phrase, and sentence level practice practice opportunities in each unit that align with the phonics scope and sequence 	Y
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> Frequent reading of complex passages for fluency Student summaries are valuable assessment tools students learn to unlock the content and craft of texts Oral language and listening comprehension are a part of each Wit & Wisdom lesson, particularly in the earliest grades Assessment of oral language comprehension and skill, including Socratic Seminars and grade-level speaking and listening rubrics Build knowledge of topic-specific words and use text features in informational text literal and inferential comprehension questions Geodes contain specific content vocabulary to support comprehension Comprehension Discussion Guide and Image Discussion Guide in each text's Book Note contain questions to guide full-class and small-group discussions, as well as sample responses attention to fluency aids students' comprehension of complex texts and scaffolds students' mastery of and ability to read and comprehend complex literary and informational texts 	Y
Adheres to the prohibition of three-cueing	<ul style="list-style-type: none"> Does not include instruction that includes any reference or methodology such as cueing or MSV. Instruction is explicit, systematic, cumulative, and teacher-directed with a tight scope and sequence of skills along an intentional continuum Vocabulary instruction is designed to determine the meanings of unknown words 	Y

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA		N
Provides organized and easily accessible lessons	<ul style="list-style-type: none"> • Very explicit lesson plans • direct connections to ELA national standards • overview / scope and sequence at the beginning with breakdown of each lesson throughout manual 	Y
Provides supports for multilingual learners	<ul style="list-style-type: none"> • study of syntax helps multilingual learners understand a variety of sentence structures as they read them and use them in their own writing • Graphic organizers and other visual and tactile prompts support English learners in building comprehension 	Y
Offers options to purchase the curriculum in a language other than English		
Provides embedded professional development	<ul style="list-style-type: none"> • Inclusion of modules for educators to engage in their own Plan then apply new learning to the curr's approach to the content • Comprehensive unit guides 	Y
Offers embedded assessments	<ul style="list-style-type: none"> • Provides embedded formative, summative, diagnostic, and screening assessments 	Y
Offers scaffolds and/or tips for differentiation	<ul style="list-style-type: none"> • Lessons include specific suggestions for how to scaffold instruction • Design lessons that provide universal access to rich texts and content 	Y
Provides students with engaging authentic and decodable texts	<ul style="list-style-type: none"> • Geodes knowledge-building decodable texts are available across K-2, including print and digital resources and a wide variety of titles • Lists texts within the table of contents for each module. • For each module, students read—or, in the case of younger students, hear read aloud—a series of authentic texts on the topic and consider those texts critically and systematically 	Y
Supports for families/caregivers	<ul style="list-style-type: none"> • Students' families can use the glossaries to deepen their understanding of the content being taught in school and to engage their children in rich conversations at home. These glossaries are available in Arabic, Chinese, French, English, Haitian Creole, Portuguese, Russian, Spanish, Tagalog, Urdu, and Vietnamese. • Materials for Multilingual Learners and their Families Resource is available on the Great Minds Dashboard with 	Y

	translations in 14 languages [English, Spanish, Arabic, Chinese (Simplified), Chinese (Traditional), French, Creole, Korean, Portuguese, Russian, Tagalog, Thai, Urdu, Vietnamese] for the following supports: Family Welcome Letter and Wit & Wisdom Family Tip Sheets	
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Ratings from Outside Sources

Item	Notes	Y/N
<p>Ed Reports</p> <p>2 EdReports available however neither of them mention Wit and Wisdom/Great Minds AND Really Great Reading</p>	<p>Wit & Wisdom (K-2)- Meets</p> <ul style="list-style-type: none"> • Alignment: Meets • Usability: Meets • Foundational Skills: Not claimed • Building Knowledge: 90/96 • Vocabulary- 4/4 • Comprehension- 30/30 <p>Wit & Wisdom (3-8)- Meets</p> <ul style="list-style-type: none"> • Alignment: Meets • Usability: Meets • Foundational Skills: 15/18 • Building Knowledge: 282/288 • Phonics: 1/2 • Fluency: 2/2 • Vocabulary- 4/4 • Comprehension- 30/30 <p>Really Great Reading (K-2)- Partial</p> <ul style="list-style-type: none"> • Alignment: • Usability: • Foundational Skills: 152/202 • Building Knowledge: not claimed • Phonemic Awareness <ul style="list-style-type: none"> ○ K 10/12 ○ 1st 12/12 • Phonics <ul style="list-style-type: none"> ○ K- 18/20 ○ 1st- 18/20 ○ 2nd- 18/20 • Fluency <ul style="list-style-type: none"> ○ K- 6/8 ○ 1st 8/16 ○ 2nd- 4/12 	<p>Partial</p>
<p>Approved by at least one other state</p>	<ul style="list-style-type: none"> • MA: Meets (Wit & Wisdom K-2, 2016 with broadly reviewed foundational skills) • CT: Not Rated • LA: Wit & Wisdom Approved for 3rd grade • MN: Not Rated • MS: Not Rated 	<p>N</p>
<p>Publisher Self- Evaluation</p>	<p>https://greatminds.org/english/review/rgr-wisconsin-review-page</p>	

WI Early Literacy Curriculum Council	• Approved	Y
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DPI Notes:

Not enough provide enough evidence of explicit instruction (teacher gradually decreases the level of support to students through starting with a clear, memorable model, followed by guided practice supported with positive corrective feedback, utilizing precede language to enable successful task completion, ultimately release the students to apply the learning independently) in the following areas:

- writing
- oral language
- building background knowledge.

Glossary

Building background knowledge: Refers to the information that children learn and store in their memories, including details about themselves, other people, objects, and the surrounding world, encompassing beliefs, values, rules, and expectations within children's cultures, environments, and languages (National Center on Early Childhood Development, Teaching and Learning, 2022, p. 3).

Explicit instruction: Refers to an instructional model whereby a teacher gradually decreases the level of support to students through starting with a clear, memorable model, followed by guided practice supported with positive corrective feedback, utilizing precise language to enable successful task completion, ultimately release the students to apply the learning independently (Graham et al., 2017; WI DPI, 2020a, p. 40).

Instruction in comprehension: Refers to the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Extracting meaning is to understand what an author has stated, explicitly or implicitly. Constructing meaning is to interpret what an author has said by bringing one's "capacities, abilities, knowledge, and experiences" to bear on what he or she is reading (Shanahan and others, 2010).

Instruction in writing: Refers to the "process through which people communicate thoughts and ideas... can include beginning scribbles, drawings, random letter strings, single-letter spellings, invented spelling, or complete sentences and paragraphs... also can include students dictating ideas to an adult or peer for transcription" (Graham et al., 2018, p.42).

Oral language development: Refers to developing a "system of words and word combinations used to communicate with others through speaking and listening" (Foorman et al., 2016; Kosanovich et al., 2020, p. 1).

Phonemic awareness: Refers to the skills of identifying, isolating, blending, segmenting, and manipulating (adding, substituting, deleting) phonemes (WI Act 20, Section 11, 2023).

Phonics: Refers to the "relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding, and fluency" (WI Act 20, Section 11, 2023).

Phonological awareness: Refers to the skills of word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting or identification, onset, and rime manipulation (WI Act 20, Section 11, 2023).

Reading fluency: Refers to reading with accuracy, automaticity, and prosody (WI DPI, 2020b, p.76).

Systematic instruction: Refers to "intentionally teaching identifiable skills within a scope and sequence" (WI DPI, 2020a, p. 44).

Three-cueing: Refers to "...any model, including the model referred to as meaning, structure, and visual cues, or MSV, of teaching a pupil to read based on meaning, structure and syntax, and visual cues or memory."

Vocabulary building: Refers to knowing words and word meanings, encompassing both expressive

(words said or produced) and receptive vocabulary (words heard and understood) (Kosanovich, 2020, p. 1).