



### Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>American Reading Company Core (ARC, 2020)</i>
Review Date	1/30/2024
DPI Approval Status	Meets 2023 WI Act 20 Criteria

#### Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	<ul style="list-style-type: none"><li>Provides a clear scope &amp; sequence for phonological awareness skills</li><li>Reflects elements of explicit instruction across the literacy block (e.g., setting a clear purpose, explanations, modeling, guided practice, independent practice)</li><li>Includes differentiated supports during whole group instruction (e.g., morning meeting and word study, partner reading, notebook routines)</li><li>Provides extension opportunities to support the phonological awareness skill focus (e.g., additional rhyming name songs)</li></ul>	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"><li>Provides a clear scope &amp; sequence for phonemic awareness within the Foundational Skills Scope &amp; Sequence</li><li>Reflects elements of explicit instruction (e.g., setting a clear purpose, explanations, modeling, guided practice, independent practice)</li><li>Offers mouth awareness tips for letter sounds</li></ul>	Y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none"><li>Provides a clear scope &amp; sequence for phonics</li><li>Reflects elements of explicit instruction across the literacy block (e.g., setting a clear purpose, explanations, modeling, guided practice, independent practice)</li><li>Connects new learning to past instruction</li><li>Bridges phonics instruction to handwriting and spelling</li><li>Shares ideas for corrective feedback</li><li>Provides manipulatives (e.g., word attack strategies skill cards)</li><li>Offers practice opportunities (e.g., word study notebooks)</li><li>Bridges phonics instruction to purposeful practice with connected text</li><li>Provides decodable texts to practice phonics elements taught</li><li>Offers suggestions for literacy centers to practice foundational skills</li></ul>	Y

<b>Systematic &amp; Explicit Instruction in Oral Language</b>	<ul style="list-style-type: none"> <li>• Provides opportunities for practicing listening comprehension and oral language (e.g., text-based discussions, debating, discussions within interactive read-alouds, academic discussions)</li> <li>• Supports oral language through the gradual release of responsibility model</li> <li>• Includes accountable talk multiple times within the literacy block (peer interactions, teacher serving as coach, peers sharing ideas using conventions of language)</li> <li>• Provides collaborative discussion scaffolds.</li> </ul>	<b>Y</b>
<b>Systematic &amp; Explicit Instruction in Building Background Knowledge</b>	<ul style="list-style-type: none"> <li>• Includes text sets around conceptually related topics</li> <li>• Incorporates four content-based units a year</li> <li>• Provides read-alouds and models at and above grade level</li> <li>• Offers opportunities for building knowledge through interactive and shared reading, discussing, and writing</li> <li>• Provides a clear scope &amp; sequence for building background knowledge centered around topics in science, social studies, literature, and the arts</li> <li>• Includes a research library with a wide range of texts related to the focus topic</li> <li>• Incorporates inquiry and research opportunities</li> <li>• Provides practice and production opportunities for students to grow their foundational literacy skills in multiple areas while they build knowledge</li> </ul>	<b>Y</b>
<b>Systematic &amp; Explicit Instruction in Vocabulary Building</b>	<ul style="list-style-type: none"> <li>• Provides a clear scope &amp; sequence for vocabulary building</li> <li>• Offers explicit vocabulary instruction to support word recognition and build word meaning</li> <li>• Follows predictable contextualized and decontextualized vocabulary teaching and learning strategies (e.g., drop-in strategy, student-friendly definitions, highlighting key vocabulary, graphic organizers, class glossaries, lab and writer’s notebooks, accountable talk)</li> <li>• Revisits vocabulary words and phrases in multiple contexts</li> <li>• Begins morphology instruction in kindergarten</li> </ul>	<b>Y</b>
<b>Systematic &amp; Explicit Instruction in Writing</b>	<ul style="list-style-type: none"> <li>• Includes a clear scope &amp; sequence for writing instruction.</li> <li>• Outlines explicit instruction of the writing process in each unit</li> <li>• Integrates systematic and explicit handwriting instruction into reading and writing instruction</li> <li>• Provides instruction in the entire writing process</li> <li>• Provides instruction in multiple modes of writing</li> <li>• Uses mentor texts that can be used for independent reading</li> <li>• Includes writing responses to reading, using text-based evidence</li> <li>• Offers opportunities for daily writing</li> </ul>	<b>Y</b>
<b>Systematic &amp; Explicit Instruction in Reading Fluency</b>	<ul style="list-style-type: none"> <li>• Provides a clear scope &amp; sequence for reading fluency</li> <li>• Builds fluency skills within the gradual release of responsibility framework</li> </ul>	<b>Y</b>

	<ul style="list-style-type: none"> <li>• Provides modeling and scaffolds with immediate feedback</li> <li>• Includes research-informed fluency practices (e.g., echo reading, teacher modeling, partner reading, choral reading, repeated reading)</li> <li>• Offers fluency practice related to phrasing, pausing, intonation, and expressiveness using a variety of resources (e.g., poetry, decodables, reader's theater)</li> </ul>	
<b>Systematic &amp; Explicit Instruction in Comprehension</b>	<ul style="list-style-type: none"> <li>• Provides a clear scope &amp; sequence for comprehension skills and strategies</li> <li>• Provides explicit instruction, including modeling, teaching, and supporting comprehension within collaborative and independent learning</li> <li>• Offers students experiences to comprehend a variety of text types and genres (e.g., traditional tales)</li> <li>• Reflects language in the Common Core State Standards</li> <li>• Supports learning through questions that are worth discussing</li> </ul>	<b>Y</b>
<b>Adheres to the prohibition of three-cueing</b>	<ul style="list-style-type: none"> <li>• Follows a specific scope and sequence for phonics instruction</li> <li>• Requires a learner to apply their knowledge of phonics to solve an unknown word</li> <li>• Teaches learners to use their working knowledge of grapheme-phoneme correspondences and spelling patterns as the first and primary methods for word solving</li> </ul>	<b>Y</b>

### Additional Considerations

Item	Evidence	Y/N
<b>Aligns to the Wisconsin Standards for ELA</b>	<ul style="list-style-type: none"> <li>• References and aligns with the Common Core State Standards for English Language Arts (2012)</li> <li>• Connections to standards can be found within the scope and sequence for each unit</li> </ul>	<b>N</b>
<b>Provides organized and easily accessible lessons</b>	<ul style="list-style-type: none"> <li>• Offers unit overviews</li> </ul>	<b>Y</b>
<b>Provides supports for multilingual learners</b>	<ul style="list-style-type: none"> <li>• Embeds multilingual support strategies</li> <li>• Offers multilingual learner informal assessment planning sheets</li> </ul>	<b>Y</b>
<b>Offers options to purchase the curriculum in a language other than English</b>	<ul style="list-style-type: none"> <li>• Offers an option for purchasing the curriculum in Spanish</li> </ul>	<b>Y</b>
<b>Provides embedded professional development</b>	<ul style="list-style-type: none"> <li>• Includes job-embedded curriculum-specific professional learning for teachers and leadership teams</li> <li>• Shares ideas for PLC topics</li> </ul>	<b>Y</b>

	<ul style="list-style-type: none"> <li>• Applies plan, do, study, act structures</li> </ul>	
Offers embedded assessments	<ul style="list-style-type: none"> <li>• Provides embedded formative, summative, diagnostic, and screening assessments</li> <li>• Offers options for electronic school-paced metrics</li> </ul>	Y
Offers scaffolds and/or tips for differentiation	<ul style="list-style-type: none"> <li>• Provides explicit instruction for small group instruction</li> <li>• Offers writing scaffolds for students</li> </ul>	Y
Provides students with engaging authentic and decodable texts	<ul style="list-style-type: none"> <li>• Includes authentic texts and decodable texts</li> </ul>	Y
Supports for families/caregivers	<ul style="list-style-type: none"> <li>• Includes family practice cards</li> </ul>	Y

#### Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports	<a href="#">ARC Core (American Reading Company, 2017)</a> <ul style="list-style-type: none"> <li>• Alignment: Meets</li> <li>• Usability: Meets</li> <li>• Foundational Skills: 72/84</li> <li>• Building Knowledge: 288/288</li> </ul>	NA 2020 edition is not reviewed yet
Approved by at least one other state	<ul style="list-style-type: none"> <li>• CO: Approved for supplemental instruction</li> <li>• CT: Approved</li> <li>• MN: Eligible for reconsideration</li> </ul>	Y
Publisher Self- Evaluation	<a href="#">ARC Self-Assessment for WI K-3 Review.pdf</a>	Y
WI Early Literacy Curriculum Council	<ul style="list-style-type: none"> <li>• 2 individuals have reviewed</li> <li>•</li> </ul>	

#### DPI Notes:

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**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 preclude 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" (WI Act 20, Section 11, 2023).

**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).