



### Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Being A Reader, Second Edition (2021 K-2); (2023, 3rd)</i> <i>Being A Writer, Second Edition (2014; 3rd edition available 2024)</i> <i>Systematic Instruction in Phonological Awareness, Phonics &amp; Sight Words (SIPPS), Fourth Edition (2020)</i> (Center for the Collaborative Classroom)
Review Date	1/ 30 /2024
DPI Approval Status	Approved

### Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	<ul style="list-style-type: none"> <li>Provides clear scope &amp; sequence for phonological awareness skills in Small-Group Reading Sets and in SIPPS</li> <li>Provides instructional cues and corrections for use in Small Group Reading for supporting phonological awareness</li> <li>Includes whole class and small group oral phonological awareness activities</li> </ul>	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"> <li>Provides clear scope &amp; sequence for phonemic awareness</li> <li>Provides instructional cues and corrections for use in Small Group Reading for supporting phonemic awareness.</li> <li>Presents phonemic awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice</li> <li>Reinforces phonemic awareness through writing</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>Provides instructional cues and corrections for use in Small Group RIncludes whole class and small group phonics activities</li> <li>Includes guided spelling to support text sets 1-5, 7, 8, and Grade 2</li> <li>Presents phonics instruction using the gradual release of responsibility model with teacher modeling, guided/paired practice, and independent practice</li> <li>Offers sound/spelling cards to introduce and review sound-spellings</li> <li>Provides decodable texts to practice decoding skills in small group instruction.</li> <li>Reinforces phonics skills in writing</li> </ul>	Y
Systematic & Explicit	<ul style="list-style-type: none"> <li>Provides opportunities for students to participate in</li> </ul>	Y

<p><b>Instruction in Oral Language</b></p>	<p>dialogic reading and text based discussions.</p> <ul style="list-style-type: none"> <li>• Provides explicit instruction for collaborative discussion routines</li> <li>• Embeds practices that support language across contexts (e.g., turn and talk, collaborative discussions, think-pair-share)</li> <li>• Presents oral language topic words and/or review words within each module scope and sequence</li> <li>• Supports oral language through the gradual release of responsibility model</li> <li>• Embeds language development within academic vocabulary sections of lessons</li> <li>•</li> </ul>	
<p><b>Systematic &amp; Explicit Instruction in Building Background Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Connects prior understandings and builds background knowledge in pre-teaching support at the start of each week's plan (topics, settings, vocabulary, characters, text features and language)</li> <li>• Includes inquiry and research opportunities to extend topic knowledge within each unit.</li> <li>• Structures learning opportunities using familiar routines (e.g., vocabulary routines, collaborative discussions, writing in response to reading)</li> <li>• Reading units are built around a theme, with fiction and non-fiction texts to build conceptual knowledge.</li> </ul>	<p>Y</p>
<p><b>Systematic &amp; Explicit Instruction in Vocabulary Building</b></p>	<ul style="list-style-type: none"> <li>• Provides clear scope &amp; sequence for vocabulary building and word study</li> <li>• Introduces vocabulary embedded in read-alouds</li> <li>• Explicit instruction of academic vocabulary, and independent word-learning strategies (e.g., affixes, antonyms, synonyms, roots, context)</li> <li>• Grades with word study include word sorts with word sort routines for each week</li> <li>• Reinforces vocabulary learning in writing lessons</li> </ul>	<p>Y</p>
<p><b>Systematic &amp; Explicit Instruction in Writing</b></p>	<ul style="list-style-type: none"> <li>• Provides developmentally appropriate scope &amp; sequence for writing instruction</li> <li>• Scope and sequence connects reading and writing instruction.</li> <li>• Develops handwriting skills through systematic and explicit instruction.</li> <li>• Provides digital writing tools for producing, publishing and word processing (3-5)</li> <li>• Uses authentic, quality mentor texts and uses them to teach grammar lessons through model sentences</li> <li>• Includes writing responses to reading, using text-based evidence.</li> <li>• Offers instruction in spelling, sentencing, grammar and conventions</li> <li>• Provides routines that support writers with shared and interactive writing, partner work, independent writing and</li> </ul>	<p>Y</p>

	<ul style="list-style-type: none"> <li>revision.</li> <li>Includes instruction in the writing process</li> <li>Builds online writing skills beginning in grade 1.</li> <li>Offers scripts to support teachers during writing conferences and direct instruction</li> <li>Provides research-based routines</li> </ul>	
<b>Systematic &amp; Explicit Instruction in Reading Fluency</b>	<ul style="list-style-type: none"> <li>Provides clear scope &amp; sequence for reading fluency in small group instruction</li> <li>Builds fluency skills within applying the gradual release of responsibility framework</li> <li>Employs shared reading and repeated reading.</li> <li>Includes research-informed fluency practices (e.g., readers theater, echo/choral reading, paired reading, decodable texts within small group instruction)</li> <li>Prompts for providing feedback within small group instruction</li> </ul>	<b>Y</b>
<b>Systematic &amp; Explicit Instruction in Comprehension</b>	<ul style="list-style-type: none"> <li>Provides clear scope &amp; sequence for comprehension skills and strategies.</li> <li>Connects to the WI ELA Standards.</li> <li>Offers explicit instruction through modeled think alouds during shared reading, discussion prompts</li> <li>Teaches students to use text's organizational structure to comprehend, including text features, story elements, genre.</li> <li>Connects explicit instruction in foundational skills to independent reading practice to apply daily.</li> <li>Includes teaching and learning strategies for supporting comprehension (e.g., anchor charts, dialogic reading, text discussion, reader's response journal, small group lessons)</li> <li>Fosters metacognition through self-monitoring and self-correcting.</li> <li>Reading journals to monitor comprehension during independent reading.</li> </ul>	<b>Y</b>
<b>Adheres to the prohibition of three-cueing</b>	<ul style="list-style-type: none"> <li>The curriculum resource follows a specific scope and sequence for phonics instruction.</li> <li>Provides instructional cueing document with teacher prompting routines that support application of phonemic awareness and phonics.</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>Provides correlations to the WI Standards for ELA (WI DPI, 2020)</li> </ul>	<b>Y</b>
<b>Provides organized and easily accessible lessons</b>	<ul style="list-style-type: none"> <li>Provides choice in using the teacher's manual or accessing materials digitally through the Learning Portal.</li> </ul>	<b>Y</b>

	<ul style="list-style-type: none"> <li>• Materials include spelling-sound charts, picture cards for vocabulary, high-frequency and sound cards, magnetic letters, whiteboards, and consumable sorts.</li> <li>• Provides organized units with suggested time frames for each component and for each unit.</li> </ul>	
<b>Provides supports for multilingual learners</b>	<ul style="list-style-type: none"> <li>• Provides supportive instruction that draws on students' experiences, knowledge, and linguistic backgrounds</li> <li>• Thorough pre-teaching support for ELs that draws on students' first language included for each unit.</li> <li>• Implementation manual provides professional learning and strategies and scaffolds to support learning and assessment with English learners</li> <li>• Embeds multilingual support strategies in each weekly plan, providing language building practices</li> <li>• Offers sentence frames to support verbal and written responses</li> <li>• Offers scaffolds (e.g., vocabulary cards, anchor charts)</li> <li>• Includes cross-linguistic connections between students' first languages and English</li> </ul>	<b>Y</b>
<b>Offers options to purchase the curriculum in a language other than English</b>		<b>N</b>
<b>Provides embedded professional development</b>	<ul style="list-style-type: none"> <li>• Provides embedded professional learning in the implementation handbooks.</li> <li>• Professional development videos for each grade</li> <li>• Provides multi-year professional learning <ul style="list-style-type: none"> <li>○ virtual &amp; in-person</li> <li>○ coaching</li> <li>○ webinars</li> </ul> </li> <li>• Builds teacher capacity through Collaborative Coach (paid add-on) and the Teacher Learning System (TLS). (included)</li> <li>• Access to Leaders, Bilingual, Lit Coaching and Technology networks</li> <li>• Access to Collaborative Classroom Support Center.</li> </ul>	<b>Y</b>
<b>Offers embedded assessments</b>	<ul style="list-style-type: none"> <li>• Provides embedded formative, summative, diagnostic, and screening assessments including small group assessments</li> <li>• Includes end-of-unit considerations, including student progress assessment and independent work observation record</li> <li>• Provides regular, short formative assessments that measure reading habits, skills, and social emotional skills.</li> </ul>	<b>Y</b>
<b>Offers scaffolds and/or tips for differentiation</b>	<ul style="list-style-type: none"> <li>• Options for Differentiation included in small group instruction</li> <li>• Each Small Group text set is built around a description of student skills, so that students can move from set to set in a systematic and developmentally appropriate way.</li> </ul>	<b>Y</b>

	<ul style="list-style-type: none"> <li>Provides lessons for small group instruction (i.e., decoding, reinforcing skills and strategies, making content connections, supporting language development)</li> </ul>	
<b>Provides students with engaging authentic and decodable texts</b>	<ul style="list-style-type: none"> <li>Brochure includes all texts- read alouds, decodable texts, book clubs. Include fiction and non-fiction as well as diverse texts</li> <li>Includes decodable texts for all students in grades K-2, and those who still need them in grade 3 (Small Group Reading sets) that are also available in digital versions</li> <li>Text complexity analysis provided for every book included in the curricula</li> </ul>	<b>Y</b>
<b>Supports for families/caregivers</b>	<ul style="list-style-type: none"> <li>Includes a family letter for caregivers that includes ways they can support developing readers.</li> <li>Student support materials can be printed and sent home.</li> </ul>	<b>Y</b>

**Ratings from Outside Sources**

<b>Item</b>	<b>Notes</b>	<b>Y/N</b>
<b>Ed Reports</b>	<b>Current editions have not yet been scored</b>	
<b>Approved by at least one other state</b>	<ul style="list-style-type: none"> <li>Georgia</li> <li>Colorado (K-2) 2016</li> </ul>	
<b>Publisher Self- Evaluation</b>	<ul style="list-style-type: none"> <li><a href="#">ESSA Level 2</a></li> <li><a href="https://www.evidenceforessa.org/program/sipps-systematic-instruction-in-phonological-awareness-phonics-and-sight-words-2/">https://www.evidenceforessa.org/program/sipps-systematic-instruction-in-phonological-awareness-phonics-and-sight-words-2/</a></li> </ul>	
<b>WI Early Literacy Curriculum Council</b>	<ul style="list-style-type: none"> <li>Have not yet reviewed</li> </ul>	
<b>Current Research (program rooted in NRP Report and IES Practice Guides)</b>	<ul style="list-style-type: none"> <li>Meets requirements for ESSA Level 4</li> <li>Quasi-Experimental Study of Being a Reader (2022-24) <ul style="list-style-type: none"> <li>Recruited districts in MA</li> <li>Studying the impact of Being a Reader, Small-Group Reading instruction as core foundational skills instruction for students in grade 1</li> <li>Partnered with WestEd</li> </ul> </li> </ul>	

**DPI Notes:**

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## 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 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."

**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).