

## Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Bookworms Reading &amp; Writing K-3</i> (Open up Resources, 2022)
Review Date	2/13/2024
DPI Approval Status	Does not meet WI Act 20 requirements

### Required by 2023 WI Act 20

Components	Evidence	Y/N
<b>Systematic &amp; Explicit Instruction in Phonological Awareness</b>	<ul style="list-style-type: none"> <li>The publisher does not claim to teach phonological awareness in third grade</li> <li>Provides explicit direct instruction in phonemic awareness in grades K-2</li> <li>Includes a word study scope and sequence organized by module, letter sounds, and phonics patterns</li> <li>Pairs phonological awareness and phonics instruction</li> <li>Provides information related to phonological assessment</li> <li>Provides “Say it; Move it” activities with Elkonin boxes</li> <li>Includes professional learning around the concept of phonological awareness within the teacher manual</li> <li>Includes some lessons under the header of phonological awareness that do not directly include practice related to phonological awareness</li> </ul>	<b>K-2: Y</b> <b>3: N</b>
<b>Systematic &amp; Explicit Instruction in Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>The publisher does not claim to teach phonemic awareness in third grade</li> <li>Includes a word study scope and sequence organized by module, letter sounds, and phonics patterns</li> <li>Pairs phonemic awareness and phonics instruction</li> </ul>	<b>K-2: Y</b> <b>3: N</b>

<p><b>Systematic &amp; Explicit Instruction in Phonics</b></p>	<ul style="list-style-type: none"> <li>● Includes direct instruction</li> <li>● Provides decodable passages within the differentiated instruction block</li> <li>● Provides explicit instruction in most phonics skills but not all</li> <li>● Bridges reading and writing through dictated sentences during shared reading</li> <li>● Includes student workbook for word study</li> <li>● Includes scope and sequence organized by module and progressing from simple to complex skills</li> <li>● Includes word sorts</li> <li>● Includes word study cards</li> <li>● The curriculum’s systematic phonics-based foundational skills block features unique skill-based</li> <li>● Provides a diagnostic decoding inventory</li> <li>● Provides lessons within the differentiated instruction block</li> <li>● Lessons provide differentiated instruction options with tailored instruction for each group (find out more in the DI Block manual)</li> <li>● Only students who need scripted lessons get them- students do not need the skills work on seat work (e.g., self-selected reading)</li> <li>● Builds phonics within fluency and comprehension sections of the differentiated instruction small group lessons</li> </ul>	<p><b>K-3: N</b></p>
<p><b>Systematic &amp; Explicit Instruction in Oral Language</b></p>	<ul style="list-style-type: none"> <li>● Does not include systematic (i.e., skills for speaking and listening are not clearly outlined in scope and sequence) and explicit instruction in oral language (i.e., instruction within a lesson does not reflect the GRR model)</li> <li>● Supports oral language within kindergarten dialogic reading experiences</li> <li>● Provides opportunities for text-based discussion every day during the shared reading lesson plans</li> <li>● Includes limited speaking and listening protocols</li> <li>● Provides speaking &amp; listening rubric</li> <li>● Includes some turn and talk experiences</li> <li>● Includes a kindergarten oral language activity related to retelling</li> </ul>	<p><b>K-3: N</b></p>

<p><b>Systematic &amp; Explicit Instruction in Building Background Knowledge</b></p>	<ul style="list-style-type: none"> <li>● Does not include explicit and systematic instruction to build background knowledge</li> <li>● Includes texts organized into thematic umbrella for each unit</li> <li>● Builds background of purpose and structure of informational text</li> </ul>	<p><b>K-3: N</b></p>
<p><b>Systematic &amp; Explicit Instruction in Vocabulary Building</b></p>	<ul style="list-style-type: none"> <li>● Does not include systematic and explicit instruction in vocabulary building</li> <li>● Offers scripted vocabulary instruction within shared reading and interactive reading</li> <li>● Includes scaffolds to support vocabulary building (e.g., sentence frames, diagrams, semantic feature analysis, concept maps, visuals)</li> <li>● Includes vocabulary instruction across the school year</li> </ul>	<p><b>K-3: N</b></p>
<p><b>Systematic &amp; Explicit Instruction in Writing</b></p>	<ul style="list-style-type: none"> <li>● Provides scope and sequence for modules based on writing types and genres</li> <li>● Offers a gradual release of instruction across the school year</li> <li>● Provides practice at the sentence level in addition to writing full texts</li> <li>● Utilizes mentor texts and checklists to support writers</li> <li>● Offers grammar instruction</li> <li>● Includes a handwriting practice books</li> <li>● Offers daily handwriting instruction in kindergarten linked to initial phoneme segmentation and letter sound work beginning in lesson 26; in first grade letters are reviewed and the rest of the year word study practice materials include primer paper</li> <li>● Includes dictated sentences</li> <li>● Attempts to provide gradual release of responsibility but does not consistently model</li> </ul>	<p><b>K-3: Y</b></p>

	<p>writing and offer students feedback within guided practice</p> <ul style="list-style-type: none"> <li>• Includes a workbook to write dictated sentences</li> <li>• Provides writing about reading opportunities</li> </ul>	
<b>Systematic &amp; Explicit Instruction in Reading Fluency</b>	<ul style="list-style-type: none"> <li>• Kindergarten and grade one includes fluency practice but does not consistently offer explicit instruction in the components of oral reading fluency</li> <li>• Grade two does not offer instruction related reading accuracy and rate</li> <li>• Offers opportunities for students to hear fluent reading modeled for them by the teacher; however, the concept of fluency is not directly addressed or explicitly taught (grade 3)</li> <li>• There is minimal evidence in the materials that students silently read in a meaningful way or that teachers systematically monitor individual fluency and accuracy during the Shared Reading Lesson Plans.</li> <li>• Includes fluency building practice (e.g., listening to models, choral reading, partner reading, repeated reading)</li> </ul>	<b>K-3: Y</b>
<b>Systematic &amp; Explicit Instruction in Comprehension</b>	<ul style="list-style-type: none"> <li>• Does not include explicit instruction to support skills in comprehension</li> <li>• Publisher stated the following: "Bookworms does not apply the full gradual-release model for comprehension instruction. Instead, there is consistent comprehension strategy modeling of the same thinking processes with more and more complex text over time."</li> <li>• Includes explicit routines and scripted teacher modeling (e.g., shared reading structure, interactive read aloud structure)</li> <li>• Provides shared reading</li> <li>• Includes writing about reading opportunities</li> <li>• Provides daily opportunities to engage in questions, tasks, and assignments that are text specific and/or text-dependent</li> <li>• Includes pair share opportunities for students to set purpose for reading and discuss texts</li> <li>• Embeds comprehension questions within shared reading</li> <li>• Does not include comprehension skills tests</li> </ul>	<b>K-3: N</b>

Adheres to the prohibition of three-cueing	<ul style="list-style-type: none"> <li>• Does not use MSV</li> </ul>	Y
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**Note:** Reviewers did not continue to review for additional considerations because more than one area in the required elements was missing.

#### Additional Requirements

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA		
Provides organized and easily accessible lessons		
Provides supports for multilingual learners		
Offers options to purchase the curriculum in a language other than English		
Provides embedded professional development		

Offers embedded assessments		
Offers scaffolds and/or tips for differentiation		
Provides students with engaging authentic and decodable texts		
Includes supports for families/caregivers		

Ratings from Outside Sources

Item	Notes	Y/N																														
Ed Reports	<ul style="list-style-type: none"> <li>● Alignment(gateway 1&amp;2): <b>Partially meets</b></li> <li>● Usability: <b>Not eligible</b></li> <li>● Foundational Skills: <b>52/112</b></li> <li>● Building Knowledge: <b>90/144</b></li> </ul> <table border="1" data-bbox="560 1081 1128 1302"> <thead> <tr> <th></th> <th>K</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>Phonemic Awareness</td> <td>4/8</td> <td>4/8</td> <td>3/6</td> <td>Not claimed</td> </tr> <tr> <td>Phonics</td> <td>4/8</td> <td>4/8</td> <td>5/10</td> <td>3/6</td> </tr> <tr> <td>Fluency</td> <td>4/8</td> <td>4/8</td> <td>4/8</td> <td>1/2</td> </tr> <tr> <td>Vocabulary</td> <td>2/2</td> <td>1/2</td> <td>1/2</td> <td>1/2</td> </tr> <tr> <td>Comprehension</td> <td>21/30</td> <td>21/30</td> <td>21/30</td> <td>19/30</td> </tr> </tbody> </table>		K	1	2	3	Phonemic Awareness	4/8	4/8	3/6	Not claimed	Phonics	4/8	4/8	5/10	3/6	Fluency	4/8	4/8	4/8	1/2	Vocabulary	2/2	1/2	1/2	1/2	Comprehension	21/30	21/30	21/30	19/30	N Partially Meets
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Approved by at least one other state	<ul style="list-style-type: none"> <li>● GA: Approved</li> <li>● LA: Approved for 2nd grade</li> </ul>																															

<b>Publisher Self-Evaluation</b>	<a href="#"><u>Self-evaluation</u></a>	
<b>WI Early Literacy Curriculum Council</b>		