



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Connections: OGIN3D (The Apple Group, 2007)</i>
Review Date	<i>2/6/2024</i>
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">• Provides clear scope & sequence for phonological awareness skills• Presents phonological awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice• Provides multimodal activities• Shares ideas for corrective feedback	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none">• Provides clear scope & sequence for phonemic awareness• Presents phonemic awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice• Provides multimodal activities	Y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none">• Provides a clear scope & sequence for phonics• Follows a code-emphasis approach• Presents phonics instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice• Provides decodable texts to practice decoding skills with the target skill in connected text• Provides objects that relate to the sounds being practiced	Y
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none">• Does not include systematic and explicit instruction connected to oral language	N
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none">• Does not include enough evidence related to systematic and explicit instruction focused on building background knowledge -examples for text sets connect to first and second grade• Makes connections between National Geographic text and decodable texts	N

	<ul style="list-style-type: none"> Includes building background knowledge within personal readers 	
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"> Does not include systematic and explicit instruction focused vocabulary building Utilizes Frayer model for building vocabulary Develops semantic relationships 	N
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"> Does not include systematic and explicit instruction in writing Emphasizes writing to learn Includes dictation writing and sentence combining Utilizes Frayer model for writing Offers writing activities and assignment but does not show systematic and explicit instruction in writing 	N
Systematic & Explicit Instruction in Reading Fluency	<ul style="list-style-type: none"> Does not include systematic and explicit instruction in reading fluency Includes fluency practice in all lessons Supports fluency by modeling how to record words per minute Includes repeated and timed readings Includes students acting out sentences to practice fluency 	N
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> Offers explicit instruction Lacks comprehensive and systematic instruction in comprehension Offers comprehension reference folder Offers teacher modeling using prompts “Find the important words and details. We connect the text to what we already know 	N
Adheres to the prohibition of three-cueing		Y

The “additional considerations” were not reviewed because the resource did not meet the required criteria.

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA		NA
Provides organized and easily accessible lessons		NA
Provides supports for		NA

multilingual learners		
Offers options to purchase the curriculum in a language other than English		NA
Provides embedded professional development		NA
Offers embedded assessments		NA
Offers scaffolds and/or tips for differentiation		NA
Provides students with engaging authentic and decodable texts		NA
Supports for families/caregivers		NA

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports (2023)	<ul style="list-style-type: none"> Did not review 	
Approved by at least one other state	<ul style="list-style-type: none"> 	
Publisher Self- Evaluation	Wisconsin The APPLE Group.pdf	
WI Early Literacy Curriculum Council		

DPI Notes: *Connections: OGIN3D* (The Apple Group, 2007) does not appear to align with comprehensive universal core instruction grounded in science-based early reading. The resource is limited to 60 lessons. Specifically, each grade level offers the following: Kindergarten (12 lessons); First grade (17 lessons); Second grade (19 lessons); and Third grade (9 lessons). Moreover, there is limited opportunities for instruction related to comprehension, writing, and vocabulary.

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 precede 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).