



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>EL Education K-3 (Imagine Learning LLC, 2019)</i>
Review Date	1/30/24
DPI Approval Status	Meets 2023 WI Act 20 Criteria in K - 2; No in grade 3

Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	<ul style="list-style-type: none"> In K - 2, includes “Reading Foundations Skills Block”, a daily 60-minute block for reading foundational skills standards and language standards associated with spelling and letter formation. The block includes 10 - 15 minutes of whole group lessons with grade-level content; the remainder of the block is for differentiated small group instruction. Scope and sequence for the Skills Block provides clear scope and sequence for phonological and phonemic awareness through the beginning of grade 2 Presents phonological awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice Lessons follow a predictable structure, including transitions between parts of the lessons 	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"> In K - 2, includes “Reading Foundations Skills Block”, a daily 60-minute block for reading foundational skills standards and language standards associated with spelling and letter formation. The block includes 10 - 15 minutes of whole group lessons with grade-level content; the remainder of the block is for differentiated small group instruction. Scope and sequence for the Skills Block provides clear scope and sequence for phonological and phonemic awareness through the beginning of grade 2 Presents phonemic awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice Lessons follow a predictable structure, including transitions between parts of the lessons Each cycle (units within the Skills block) explains what phoneme manipulation is included within the cycle 	Y

<p>Systematic & Explicit Instruction in Phonics</p>	<p>In K - 2:</p> <ul style="list-style-type: none"> • Includes “Reading Foundations Skills Block”, a daily 60-minute block for reading foundational skills standards and language standards associated with spelling and letter formation. The block includes 10 - 15 minutes of whole group lessons with grade-level content; the remainder of the block is for differentiated small group instruction. • Scope and sequence for the Skills Block provides clear scope and sequence for phonological and phonemic awareness through the beginning of grade 2 • Presents phonological awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice • Lessons follow a predictable structure, including transitions between parts of the lessons <p>In grade 3:</p> <ul style="list-style-type: none"> • Includes application of word-analysis in decoding and encoding; application and practice are emphasized without explicit instruction • From the publisher: “Based on the standards, by third grade, students are expected to have mastered the phonics and decoding skills described in the K-2 Foundational Reading standards. But, realistically, not all students will have done so. The ALL Block is not designed for remediation, although skillful teachers certainly can differentiate for these students during this time. We highly recommend that students who are significantly behind on reading foundations receive targeted intervention and support, based on resources provided in the EL Education K-2 Reading Foundations Skills Block.” 	<p>N</p>
<p>Systematic & Explicit Instruction in Oral Language</p>	<ul style="list-style-type: none"> • Oral language and listening comprehension are elements of instruction and part of a scope and sequence • Students are engaged in academic discussions, including deep understanding and textual references • Teaches and uses routines or protocols for peer-to-peer discussion that support language across contexts (such as collaborative conversations and Socratic seminars) • Each module ends with a performance task, many of which include oral presentations 	<p>Y</p>
<p>Systematic & Explicit Instruction in Building Background Knowledge</p>	<ul style="list-style-type: none"> • Provides clear scope & sequence for building background knowledge centered around a diverse range of topics in science, social studies, and the arts • Knowledge is built through a scope and sequence of texts are challenging, content-rich, and complex • Includes “Text Analyses” for each grade level that describes the text, its placement, and its complexity • Includes opportunities for discussion and writing to deepen understanding of knowledge built through texts • Each module ends with a performance task in which learners synthesis the knowledge developed in the module 	<p>Y</p>

Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"> • Each module includes a vocabulary toolkit that outlines terms in each lesson and text in the unit, which serves as a scope and sequence for the module and highlights opportunities to revisit newly learned words and phrases • Offers explicit vocabulary instruction including direct instruction related to pronunciation, meanings, and application within the context of the text being read • Regularly incorporates routines for building academic vocabulary (such as list/group/label, Frayer model, or word sorts) 	Y
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"> • Provides clear scope & sequence for writing instruction including variation in purpose, length, and duration • Each module includes at least two writing tasks often using writing to emphasize newly acquired knowledge • Handwriting is included in kindergarten • Offers instruction in genre, grammar • Provides routines that support writers with interactive writing, text features, independent writing and revision. • Includes instruction in the writing process 	Y
Systematic & Explicit Instruction in Reading Fluency	<ul style="list-style-type: none"> • Provides clear scope & sequence for reading fluency • Uses routines (such as teacher modeled fluent reading or Partner Reading) to practice fluency • Includes explanations of fluency and practice with decodable readers 	Y
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> • Provides clear scope & sequence for comprehension • Comprehension instruction, practice, and feedback is embedded in multiple places in the curriculum, including in the Skills block • Uses explicit instruction supported by visuals, movement, and songs to teach elements of comprehension • Performance tasks ask students to demonstrate comprehension 	Y
Adheres to the prohibition of three-cueing	<ul style="list-style-type: none"> • The curriculum resource follows a specific scope and sequence for phonics instruction • The curriculum resource requires the learner to apply their knowledge of phonics to solve an unknown word 	Y

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA	<ul style="list-style-type: none"> • Curriculum references and aligns to Common Core State Standards for English Language Arts (2012) 	N
Provides organized and	<ul style="list-style-type: none"> • EL is an open-source curriculum. Imagine Learning provides 	Y

easily accessible lessons	<p>an online organizational structure to navigate the curriculum.</p> <ul style="list-style-type: none"> Curriculum maps are provided for each grade level and each module. Instructional time is divided into blocks of instruction (such as, in grade 1, module lessons, skills blocks, and labs. Information to support each block of information is found in separate places. 	
Provides supports for multilingual learners	<ul style="list-style-type: none"> Curriculum embeds eight approaches to supporting multilingual learners: language dives, conversation cues, diversity and inclusion, strategic grouping, multiple modes, vocabulary and phrases in context, language use and formative assessment, and levels of support Curriculum and materials are available in English only 	Y
Provides embedded professional development	<ul style="list-style-type: none"> Imagine Learning is a digital platform for an open-source curriculum, providing information about navigating the curriculum, video explanations of instructional moves, and making connections to areas beyond literacy (such as college and career readiness and social-emotional learning) 	Y
Offers embedded assessments	<ul style="list-style-type: none"> Includes benchmark assessments, cycle assessments, and daily assessments Includes an “Assessment Conversion Chart” to support educators in identifying cycles of instruction that best meet the needs of each student or group of students 	Y
Offers scaffolds and/or tips for differentiation	<ul style="list-style-type: none"> In K - 2, the skills block uses 45 of 60 minutes for small group differentiated instruction 	Y
Provides students with engaging authentic and decodable texts	<p>Authentic Text</p> <ul style="list-style-type: none"> Authentic text is included in every module with an emphasis on representation and diversity in text selection <p>Decodable Text</p> <ul style="list-style-type: none"> Includes printable or digital decodable texts in K - 2 Decodable text is used within Skills block 	Y
Supports for families/caregivers	<ul style="list-style-type: none"> Each unit includes “Family Resources” with a module overview (English only) and homework in English and Spanish 	Y

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports	<p>Review of K - 5 Materials (2017)</p> <ul style="list-style-type: none"> Alignment: Meets at K - 3 Usability: Meets at K - 3 Foundational Skills: 78/84 Building Knowledge: 182/192 	Y

Approved by at least one other state	<ul style="list-style-type: none"> • CT: Meets • LA: Tier 1: EL Education (K - 2; 3 - 5) • MN: Eligible for reconsideration: comprehensive & knowledge building programs • MS: Not reviewed 	Y
Publisher Self- Evaluation	<p>Publisher indicates EL has all the components of science-based early literacy instruction required by Act 20 and meets other requirements included on the vendor self-assessment created by the ELCC.</p> <p>Wisconsin ELA Self Assessment Imagine Learning EL Education K-3.pdf</p>	Y
WI Early Literacy Curriculum Council	<ul style="list-style-type: none"> • Have not yet reviewed 	N/A

DPI Notes:
Adopted by MMSD

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).