



### Early Literacy Curriculum Evaluation

|                          |  |
|--------------------------|--|
| Comprehensive Curriculum | <i>Exact Path (Edmentum, 2023)</i>                     |
| Review Date              | <i>2/26/2024</i>                                       |
| DPI Approval Status      | <b>Not approved, does not meet Act 20 requirements</b> |

### Required by 2023 WI Act 20

| Components   | Evidence   | Y/N |
|--|--|-----|
| Systematic & Explicit Instruction in Phonological Awareness        | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | N   |
| Systematic & Explicit Instruction in Phonemic Awareness            | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | Y   |
| Systematic & Explicit Instruction in Phonics                       | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | Y   |
| Systematic & Explicit Instruction in Oral Language                 | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | N   |
| Systematic & Explicit Instruction in Building Background Knowledge | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | N   |
| Systematic & Explicit Instruction in Vocabulary Building           | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | N   |
| Systematic & Explicit Instruction in Writing                       | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | N   |
| Systematic & Explicit Instruction in Reading Fluency               | <ul style="list-style-type: none"><li>Does not offer defined grade level resources within scope and sequence</li></ul> | N   |

|  |  |   |
|--|--|---|
| Systematic & Explicit Instruction in Comprehension | <ul style="list-style-type: none"> <li>Does not offer defined grade level resources within scope and sequence</li> </ul> | N |
| Adheres to the prohibition of three-cueing         |  | N |

Note: Did not continue review 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 multilingual learners                                |          | NA  |
| 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"> <li>• Did not review</li> </ul>                 |     |
| Approved by at least one other state | <ul style="list-style-type: none"> <li>•</li> </ul>                                | Y   |
| Publisher Self- Evaluation           | <a href="#">Edmentum-ExactPath-InstructionalMaterials-SelfAssessmentRubric.pdf</a> |     |
| WI Early Literacy Curriculum Council |  |     |

**DPI Notes:** Edmentum states that Exact Path is grade agnostic and intended to supplement core instruction-whether for remediation or acceleration.

## 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).