



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>From Phonics to Reading (Sadlier, 2020)</i>
Review Date	2/6/2024
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 Not included in second grade -third grade 	N
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 Not included in second grade -third grade 	N
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none"> Provides a clear scope & sequence for phonics Presents phonics instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice Includes a sound wall and articulation videos 	Y
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none"> Includes oral language opportunities but is not systematic (e.g., answering comprehension questions) 	N
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none"> Missing systematic and explicit instruction 	N
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"> Does not include comprehensive vocabulary instruction across the grade levels 	N
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"> Missing explicit and systematic writing instruction Does not include comprehensive writing instruction 	N

	<ul style="list-style-type: none"> Evidence of writing about reading, writing at the sentence level, and using “study words” to write a story 	
Systematic & Explicit Instruction in Reading Fluency	<ul style="list-style-type: none"> Includes a sound wall and articulation videos Choral read, whisper read, echo read, paired repeated reading Audio book modeling 	Y
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> Missing explicit and systematic comprehension instruction Offers writing about reading activities Provides students opportunities to answer comprehension questions with decodable text 	N
Adheres to the prohibition of three-cueing		Y

Did not review “additional considerations” 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
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Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports	<ul style="list-style-type: none"> • Meets K-2 for foundational skills only • K <ul style="list-style-type: none"> ○ Phonemic awareness-12 /12 ○ Phonics-18 /20 ○ Fluency-8/8 ○ Vocabulary -0 ○ Comprehension-0 • 1 <ul style="list-style-type: none"> ○ Phonemic awareness 12/12 ○ Phonics- 18/20 ○ Fluency-14/16 ○ Vocabulary -0 ○ Comprehension-0 • 2 <ul style="list-style-type: none"> ○ Phonemic awareness: NA ○ Phonics- 16/20 ○ Fluency-10/12 ○ Vocabulary -0 ○ Comprehension-0 	N
Approved by at least one other state	•	
Publisher Self- Evaluation	Sadlier FromPhonicsToReading Rubric.pdf	
WI Early Literacy Curriculum Council		

DPI Notes: The vendor informed this resource is a supplemental foundational skills program. Upon review of the resource, it was noted that the resource does not meet the definition of science-based early reading for grades k-3 (i.e., systematic and explicit instruction in vocabulary, comprehension, writing, phonological awareness, oral language).

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).