



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Foundations (Wilson Language Training, 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">Not included in 2-3 grade	N
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none">Not included in 2-3 grade	N
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none">Provides a clear scope & sequence for phonicsPresents phonics instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice	Y
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none">Does not include	N
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none">Does not include	N
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none">Does not include	N
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none">Does not include	N
Systematic & Explicit Instruction in Reading Fluency	<ul style="list-style-type: none">Meets criteria within supplemental curriculum	Y

Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> Does not include 	N
Adheres to the prohibition of three-cueing		Y

Did not continue the 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	<ul style="list-style-type: none"> <li data-bbox="592 275 1235 333">• Ed Reports did not rate the 2020 edition. The 2012 edition was rated as partially meeting. 	N
Approved by at least one other state		
Publisher Self- Evaluation	2. Foundations Self Assessment of Instructional Materials (Rubric Responses).pdf	
WI Early Literacy Curriculum Council		

DPI Notes: The vendor stated that Foundations is a year-long supplemental program recommended to occur 30 min. per day. The skills addressed in the program include print concepts, phonological awareness, phonics, high frequency words, fluency, spelling, and handwriting. The supplemental program does not include building background knowledge, oral language, writing, or comprehension.

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).