Early Literacy Curriculum Evaluation

Comprehensive Curriculum	*Into Reading* **(Houghton Mifflin Harcourt, 2020)**
Review Date	**1/29/2024**
DPI Approval Status	**Meets 2023 WI Act 20 Criteria**

Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	• 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 • Offers tips mouth awareness tips	**Y**
Systematic & Explicit Instruction in Phonemic Awareness	• 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 • Shares ideas for corrective feedback when children have difficulty with skills • Offers tips mouth awareness tips	**Y**
Systematic & Explicit Instruction in Phonics	• 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 • Connects new learning to past instruction • Offers sound/spelling cards to introduce and review sound-spellings • Shares ideas for corrective feedback when children have difficulty with skills • Provides decodable texts to practice decoding skills with the target skill in connected text • Provides weekly suggestions for literacy centers to practice foundational skills	**Y**
Systematic & Explicit Instruction in Oral	• Presents oral language topic words and/or review words within each module scope and sequence	**Y**

Language	• Supports oral language through the gradual release of responsibility model • Embeds language development within academic vocabulary sections of lessons • Provides opportunities for students to participate in dialogic reading • Provides collaborative discussion scaffolds • Embeds practices that support language across contexts (e.g., turn and talk, collaborative discussions, think-pair-share)	
Systematic & Explicit Instruction in Building Background Knowledge	• Provides clear scope & sequence for building background knowledge centered around topics in science, social studies, and the arts • Builds word knowledge in the module launch and in each week. • Captures learning within a knowledge map • Includes inquiry and research opportunities to extend topic knowledge within each module • Structures learning opportunities using familiar routines (e.g., vocabulary routines, knowledge mapping, collaborative discussions, writing in response to reading)	**Y**
Systematic & Explicit Instruction in Vocabulary Building	• Provides clear scope & sequence for vocabulary building • Offers explicit vocabulary instruction including direct instruction related to pronunciation, meanings, and application within the context of the text being read • Introduces topic word and vocabulary building/review each week • Builds academic vocabulary, 3 words at a time • Includes manipulatives and scaffolds to support learning (e.g., vocabulary cards, practice pages)	**Y**
Systematic & Explicit Instruction in Writing	• Provides clear scope & sequence for writing instruction • Uses authentic,quality mentor texts that can be used for independent reading. • Includes writing responses to reading, using text-based evidence. • 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 • Develops handwriting skills through systematic and explicit instruction, including cursive in 3rd grade. • Builds online writing skills beginning in grade 1. • Offers scripts to support teachers during writing conferences and direct instruction • Provides research-based routines (e.g., write & reveal)	**Y**
Systematic & Explicit Instruction in Reading Fluency	• Provides clear scope & sequence for reading fluency • Builds fluency skills within applying the gradual release of responsibility framework • Offers students weekly practice of a fluency skill	**Y**

	• Includes research-informed fluency practices (e.g., readers theater, partner reader, choral reading, supporting fluency within decodable texts within small group instruction) • Prompts for modeling and and immediate feedback	
Systematic & Explicit Instruction in Comprehension	• Provides clear scope & sequence for comprehension skills and strategies. • Offers explicit instruction through the following: Connect and Teach, Apply to Text, Engage & Respond • Connects to the WI ELA Standards. • Supports learning through central/anchor questions for each module. • Includes teaching and learning strategies for supporting comprehension (e.g., Notice & Note signposts, graphic organizers genre study, anchor charts, dialogic reading, text discussion, reader's response journal)	Y
Adheres to the prohibition of three-cueing	• Follows a specific scope and sequence for phonics instruction. • Requires the learner to apply their knowledge of phonics to solve an unknown word. • Provides decoding lessons that are focused on phonological awareness and phonics.	Y

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA	• Provides correlations to the WI Standards for ELA (WI DPI, 2020) within the teacher's guide • Links lessons to each WI ELA Standard (WI DPI, 2020)	Y
Provides organized and easily accessible lessons	• Organizes literacy components by color • Editable slide decks with instructional language	Y
Provides supports for multilingual learners	• Embeds multilingual support strategies, practices and resources (e.g., multiple layers of supports -substantial, moderate and light) • Offers targeted language function supports each week • Offers sentence frames to support verbal and written responses • Provides videos to support background knowledge, concept knowledge, vocabulary, and texts • Offers scaffolds (e.g., vocabulary cards, anchor charts) • Includes cross-linguistic connections between students'' first languages and English	Y
Offers options to purchase the curriculum in a language other than English	• Options for purchasing the curriculum in Spanish: ¡Arriba la Lectura!	Y

Provides embedded professional development	• Provides Teacher Success Pathway- live and on demand training for the first 30 days • Embedded teacher training- instructional routines, literacy concepts, supporting English learners	Y
Offers embedded assessments	• Provides embedded formative, summative, diagnostic, and screening assessments • Includes dyslexia screener and oral reading screener • Provides weekly and module level assessments assessments • Offers digital assessments	Y
Offers scaffolds and/or tips for differentiation	• Options for Differentiation included in teacher's guides • Provides lessons for small group instruction (i.e., decoding, reinforcing skills and strategies, making content connections, supporting language development)	Y
Provides students with engaging authentic and decodable texts	• Lists texts within the table of contents for each module. The texts are found within the week at a glance section. • Provides content-rich text sets. • Includes authentic texts and decodable texts (Start Right Readers)	Y
Supports for families/caregivers	• Provides editable letters for each unit • Provides a "family room" with on demand resources	Y

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports	• **Alignment:** Meets • **Usability:** Meets • **Foundational Skills:** 81/83 • **Building Knowledge:** 214/224	Y
Approved by at least one other state	• **CT:** Meets • **LA:** Meets for 3rd grade • **MN:** Eligible for consideration • **MS:** Meets	Y
Publisher Self- Evaluation	https://hmhco.highspot.com/viewer/656a0ee2f1e2b31d0ad49e8f?iid=657b3102724fc28e8fb1b9a7	Y
WI Early Literacy Curriculum Council	• Earned 2.8 on ELCC rubric	ER

DPI Notes:
- Racine, Milwaukee(?), and Green Bay have adopted

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).