



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Kindercorner (2nd ed., 2016.); & Reading Roots (5th ed., year); Reading Wings (4th ed., year) (Success for All Foundation Inc.)</i>
Review Date	1/31/2024
DPI Approval Status	Unapproved

Required by 2023 WI Act 20

Components	Evidence	Sufficient evidence? Y/N
Systematic & Explicit Instruction in Phonological Awareness	Kindergarten & Grade 1 only <ul style="list-style-type: none"> Provides scope & sequence for phonological awareness skills for grades K & 1 Presents phonological awareness instruction sometimes uses gradual release of responsibility model with teacher modeling, guided practice, and independent practice Provides multimodal activities Incorporates syllable work in shared writing 	N (K-1 only)
Systematic & Explicit Instruction in Phonemic Awareness	Kindergarten & Grade 1 only <ul style="list-style-type: none"> Provides scope & sequence for phonemic awareness Includes rhymes, poems and songs for building phonological awareness Provides multimodal activities Offers tips mouth awareness tips 	N (K-1 only)
Systematic & Explicit Instruction in Phonics	Kindergarten & Grade 1 only <ul style="list-style-type: none"> Provides a scope & sequence for phonics Includes rhymes, poems and songs for building phonemic awareness Incorporates videos for sounds and sound manipulation Incorporates my turn/your turn approach Includes a puppet (KinderRoo) to introduce new letter/sound Fast Track Phonics (Gr. 1) is a separate phonics program 	N (K-1 only)

<p>Systematic & Explicit Instruction in Oral Language</p>	<p>Kindercorner</p> <ul style="list-style-type: none"> • Supports oral language through the gradual release of responsibility model • Embeds language development within academic vocabulary sections of lessons • Opportunities for students to add new words to their expressive vocabulary with an oral language scoring rubric • Links gestures to new words. <p>Grades K-3</p> <ul style="list-style-type: none"> • Provides opportunities for students to participate classroom and partner discussions • Embeds practices that support language across contexts (e.g., turn and talk, collaborative discussions, think-pair-share) 	<p>Y</p>
<p>Systematic & Explicit Instruction in Building Background Knowledge</p>	<ul style="list-style-type: none"> • Does not provide clear scope & sequence for instruction in building background knowledge • Kindercorner builds background knowledge centered around unit themes in math, science, social studies, and the arts • Builds concepts of print in Kindercorner 	<p>N</p>
<p>Systematic & Explicit Instruction in Vocabulary Building</p>	<ul style="list-style-type: none"> • Vocabulary routines included for each manual • Offers some explicit vocabulary instruction including direct instruction related to pronunciation and meaning. • Introduces theme related words in KinderCorner • Unclear how words for vocabulary study are determined 	<p>Y</p>
<p>Systematic & Explicit Instruction in Writing</p>	<ul style="list-style-type: none"> • Writing instruction is not systematic. • Includes some writing assignments that do not include explicit instruction that follows the guided release of responsibility. • Kindercorner includes various modes of writing embedded into play-based centers • Kindergarten includes some shared writing in morning message. • Provides isolated letter writing instruction in phonics. • Provides feedback prompts appropriate to developmental stage of writing in Kindergarten • Grade 1 includes GRR with writing about reading • Writing goal for grade 1 is at the sentence level, which includes writing prompts, but not explicit instruction 	<p>N</p>
<p>Systematic & Explicit Instruction in Reading Fluency</p>	<ul style="list-style-type: none"> • Builds fluency through rhymes, songs, poems in Kindergarten • Fluency skills are assigned, not taught within the gradual release of responsibility framework 	<p>N</p>

	<ul style="list-style-type: none"> Includes partner reading in grade 1 to move through levels- accuracy, smoothness, expression, and putting it all together Relies on videos to teach fluency 	
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> Does not provide clear scope & sequence for comprehension skills and strategies. Kinder includes comprehension skills for STaR books. Grade one includes written partner story questions STaR stories (grade 1) offer read aloud with retelling, dramatization, graphic organizers and writing to build comprehension 	N
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"> Aligned to WI ELA Standards- https://www.successforall.org/wp-content/uploads/2023/04/SFA_ELA_WI-alignment_RW.pdf 	Y
Provides organized and easily accessible lessons	<ul style="list-style-type: none"> Manuals and supplemental materials for each of the 3 programs include scope and sequence and daily lesson plans Program across three manuals is disjointed. Some resources exist on a thumb drive? 	N
Provides supports for multilingual learners	<ul style="list-style-type: none"> Some evidence of explicit vocabulary building using total physical response (TPR) Teacher's edition includes suggestions for explaining vocabulary to students with limited English Suggests bringing in realia to support vocabulary learning 	N
Provides embedded professional development	<ul style="list-style-type: none"> Each curriculum component includes 2 full days pd for teachers and leaders, and follow-up coaching is available Embeds bi-weekly PLC agendas for meetings throughout the year. 	Y
Offers embedded assessments	<ul style="list-style-type: none"> Includes tracking sheets to monitor student skills/progress End of week/unit assessments KC includes Structured Oral Language Observation 	N

Offers scaffolds and/or tips for differentiation		N
Provides students with engaging authentic and decodable texts	<ul style="list-style-type: none"> Kindergarten Shared Stories and interactive read aloud First grade uses decodable texts Grades 2-3 uses text-rich theme based books Books lack diversity and relevancy 	N
Supports for families/caregivers	<ul style="list-style-type: none"> Inconsistent 	N

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports	<ul style="list-style-type: none"> Not rated on Ed Reports 	N
Approved by at least one other state		N
Publisher Self- Evaluation	https://widpiprd.sharepoint.com/:b:/s/TS-EarlyLiteracyCurricula/EcekYnkcUGdKhVlqjaY_Zp8BevQmnFlvNxBfHOx-pfF3jA?e=IUlgM4	
WI Early Literacy Curriculum Council	<ul style="list-style-type: none"> Have not yet reviewed 	

DPI Notes:

- KinderCorner is a full day Kindergarten program.
- Texts are outdated and would need to be replaced.
- Too many extraneous pieces distract from literacy focus.
- Each grade level has little connection to the next.

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).

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).

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).