



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>myView Literacy Elem. Reading Curriculum (Savvas Learning Company, 2025)</i>
Review Date	02/01/2024
DPI Approval Status	Approved

Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	<ul style="list-style-type: none"> • Instruction focused in grades K-2 (K-1 daily, gd. 2 weekly in unit 1 and 2) • Provides multimodal activities - modeling, discussion, picture cards, kinesthetic activities, small group • Definition of phonological awareness matches DPI • Provides clear scope & sequence for phonemic awareness 	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"> • Definition of phonemic awareness matches DPI • Provides clear scope & sequence for phonemic awareness • Use of Screening Routines to help intermediate teachers identify areas of deficit • Phoneme awareness is taught directly, explicitly, and systematically and frequently paired with letter instruction • Provides multimodal activities - modeling, discussion, picture cards, kinesthetic activities, small group • Instruction provided 2 days per week for three weeks 	Y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none"> • Definition of phonemic awareness matches DPI • Instruction takes place in short or optional “mini-lessons” or “word work” sessions • Instruction includes cumulative review including application in reading and writing • Instruction is systematic and sequential • Focus on 2 phonics skills each week in Kindergarten and Gd. 1; Gd 2 has one focus each week; Gd. 3 routines for teachers • Instruction includes spaced practice and interweaving of skills taught 	Y
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none"> • Oral language defined as the ability to produce to comprehend spoken language, including vocabulary and grammar) • Includes rich read-aloud experiences for students who are 	Y

	<ul style="list-style-type: none"> still learning decoding. Oral language and listening comprehension are elements of instruction Emphasizes the relationship between oral and written language through explicit instruction that progresses from speech to print 	
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none"> Includes a Building Knowledge Library in Grades K-5 Use of Unit Launch videos to support background knowledge building Use of K-2 interactive read-alouds texts (2-3 years above grade level and intentionally paired) to build background knowledge 	Y
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"> Students explore vocabulary, both at the unit and weekly level Generative approach Focus on word meanings across content areas and to create an ongoing curiosity Exposure to Tier 1, 2, and 3 vocabulary words throughout each unit. Academic vocabulary focus Teachers are provided with frequent opportunities and protocols for evidence-based discussions, modeling and use of academic vocabulary Instructional plan builds on newly learned words by generating, applying, and synthesizing words through various aspects of a unit 	Y
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"> Teaching of the entire writing process Across the unit, instruction progresses over five weeks and follows the writing process Students apply the skill with guidance from the teacher There is explicit instruction in handwriting Explicit handwriting instruction (2 lessons per week) is provided from Kindergarten through Grade 2 Sentence level writing is a focus in grade K-2 writing instruction. Teach students to use the writing process for a variety of purposes Writing is used as a means to comprehend the content under study Grades K-2, suggested writing prompts connect to the unit theme Curriculum includes writing assignments that vary in purpose, length, and duration Writing is always directly or indirectly linked to the curriculum content 	Y
Systematic & Explicit Instruction in Reading Fluency	<ul style="list-style-type: none"> Definition of fluency matches DPI Instruction occurs in both whole group and small group settings Opportunities for practice as they read decodable text with 	Y

	<ul style="list-style-type: none"> the teacher, with a partner, using audio-assisted reading Grades 1–5, weekly fluency practice and/or assessment is provided Grade K, fluency is modeled daily by the teacher using meaningful texts Additional fluency routines are provided in the Reading Routines Companion Language Support notes are scaffolded for multilingual learners included a formative assessment for multilingual learners 	
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> Provides clear scope & sequence for comprehension skills and strategies Each week’s reading comprehension skill is assessed as students listen to or read a fresh passage Provides read-aloud texts for listening comprehension, Trade Book Collection for Grades K-5 strengthens comprehension skills with a text above grade level complexity supported by rich discussion and work with graphic organizers Includes the use of strategies in context and as needed Students encounter challenging sections of text, encouraging students to engage in mental moves to support their comprehension 	Y
Adheres to the prohibition of three-cueing	<ul style="list-style-type: none"> The triple cueing system/three cueing system is not part of the pedagogy of myView Literacy. Students are never taught to look at a picture to help them decode a word Teaches the most common word parts, including inflected endings such as -s, -es, -ed, -ing, -er, and -est; compound words; contractions; the most frequent suffixes and prefixes; spelling changes with inflections; and how to apply this knowledge to unknown words 	Y

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA		N
Provides organized and easily accessible lessons	<i>Unable to review due to lack of access via invalid link. Lessons sample not accessible through Roadmap.</i>	
Provides supports for multilingual learners	<ul style="list-style-type: none"> Language Support notes are scaffolded for multilingual learners Included a formative assessment for multilingual learners Instructional support notes for multilingual learners Language Support notes are scaffolded for multilingual learners with Light, Moderate, and Substantial support based on the language objectives and demands of the task 	Y

	<ul style="list-style-type: none"> • Included a formative assessment for multilingual learners called a Language Checkpoint. The assessment appears once per week • Additional support for multilingual learners can be found in the Language Awareness Handbook • Connection to WIDA standards 	
Offers options to purchase the curriculum in a language other than English		N
Provides embedded professional development	<ul style="list-style-type: none"> • Offers professional development on a variety of assessment topics • Specific and practical direction about using data to inform instruction in a literacy classroom. Each chapter includes a discussion about a specific literacy assessment topic, information about where to find resources in the program, Q&A, and references for further reading • Curriculum encourages professional learning that deals concretely with how the materials can be effectively implemented and supports ongoing and systematic work in teacher study groups and professional learning communities 	Y
Offers embedded assessments	<ul style="list-style-type: none"> • Provides embedded formative, summative, diagnostic, and screening assessments • Test Banks are individual banks of reading, language/editing, and writing items that were designed to give teachers flexibility. • Practice Test provides students with opportunities to practice items that build their test-taking skills and can help them prepare for standardized reading and writing tests - includes an ELA Reading test and a text-based Writing test. Items are aligned to grade-level skills and standards. • Checkpoint Assessments for ongoing formative assessment • Unit Assessments, Grades K-3 Unit Tests assess the standards presented during each unit. • Self assessment will help teachers determine student's prerequisite skills necessary for lessons within the unit • Self-assessment is referred to later on at the end of the unit to help students see how they have progressed • Comprehensive assessment suite that includes a Dyslexia Screener for grades K-3 	Y
Offers scaffolds and/or tips for differentiation	<ul style="list-style-type: none"> • Extensive teacher materials contain support for differentiation and class strategies for all components of the program • Options for Differentiation included in teacher's guides 	Y
Provides students with	<ul style="list-style-type: none"> • Decodable text is available for all in grades K-2 	Y

engaging authentic and decodable texts	<ul style="list-style-type: none"> Oral reading - Students have opportunities for practice as they read decodable text with the teacher, with a partner, using audio-assisted reading on SavvasRealize.com, or on their own Teachers use authentic texts to explicitly model, teach, and reinforce literacy goals as students practice and apply the skillful competencies All of the authentic texts in myView Literacy connect to the unit theme 	
Supports for families/caregivers		N

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports	<ul style="list-style-type: none"> Alignment: Meets Usability: Meets Foundational Skills: 80/84 Building Knowledge: 174/192 <p>04/14/2020 report</p>	Y
Approved by at least one other state	<ul style="list-style-type: none"> CT: Meets LA: Meets MN: Eligible for reconsideration MS: Meets 	Y
Publisher Self- Evaluation	<p>learning.savvas.com/wisconsinreview (page not found)</p> <p>Accessed main site @ https://www.savvas.com/solutions/literacy/core-programs/myview-literacy/data/pages/virtual-sampling</p> <p>Roadmap review @ https://cloud.3dissue.com/202077/205776/241865/NA0923ReadingRoadmapOverview/index.html?gl=1*15gnoe5*ga*MjAzNjE5Mzk5NC4xNzA2ODEwNTEz*ga79FVM8Y0G4*MTcwNjgxMDUxMC4xLjEuMTcwNjgxMTEzMy4yNy4wLjA.</p>	
WI Early Literacy Curriculum Council	<ul style="list-style-type: none"> Reviewed and did not approve- 2.5 	N

DPI Notes:

No additional review of online curriculum as access was not provided via the link, learning.savvas.com/winsconsinreview. Accessed instead:
 Accessed main site @

<https://www.savvas.com/solutions/literacy/core-programs/myview-literacy/data/pages/virtual-sampling>

Roadmap review @

https://cloud.3dissue.com/202077/205776/241865/NA0923ReaBromyView2025ScienceofReadingRoadmapOverview/index.html?_gl=1*15gnoe5*_ga*MjAzNjE5Mzk5NC4xNzA2ODEwNTEw*_ga_79FVM8Y0G4*MTcwNjgxMDUxMC4xLjEuMTcwNjgxMTEzMy4yNy4wLjA

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).