



### Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Orton-Gillingham Plus</i> (Institute for Multi-Sensory Education, 2022)
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"><li>Provides a clear scope &amp; sequence for phonological awareness</li><li>Presents instruction related to phonological awareness using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice</li></ul>	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"><li>Provides a clear scope &amp; sequence for phonemic awareness</li><li>Presents instruction related to phonemic awareness using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice</li></ul>	Y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none"><li>Provides a clear scope &amp; sequence for phonics</li><li>Presents instruction related to phonics using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice</li></ul>	Y
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none"><li>Includes read aloud of rich literature during K-2 lessons</li><li>Guidelines for daily/weekly lessons include dedicated time for oral language, listening comprehension, and vocabulary</li><li>Lacks systematic and explicit instruction in oral language</li></ul>	N
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none"><li>Lacks systematic and explicit instruction related to building background knowledge</li></ul>	N
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"><li>Includes systematic vocabulary instruction</li><li>Includes explicit vocabulary instruction</li></ul>	Y
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"><li>Includes systematic writing instruction</li><li>Includes explicit writing instruction</li></ul>	Y
Systematic & Explicit Instruction in Reading	<ul style="list-style-type: none"><li>Includes systematic and explicit instruction in oral reading fluency</li></ul>	Y

Fluency		
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> <li>Lacks systematic and explicit instruction related to comprehension</li> <li>Applies reciprocal teaching</li> <li>Includes instruction related to text genre and text structure</li> </ul>	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="592 390 1127 420">• Ed Reports has not reviewed this resource</li></ul>	N
Approved by at least one other state	<ul style="list-style-type: none"><li data-bbox="592 449 1292 546">• Colorado: Included as a supplemental resource for phonological awareness &amp; phonemic awareness; phonics &amp; word study; vocabulary &amp; text reading fluency</li></ul>	N
Publisher Self- Evaluation	<a href="#"><u>IMSE Self-Assessment Instructional Materials Criteria Submission, WI Application (1).pdf</u></a>	
WI Early Literacy Curriculum Council		

**DPI Notes:** The resource is missing explicit and systematic instruction in knowledge building, oral language, and 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 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).