



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>McGraw Hill - Open Court Reading (2023)</i>
Review Date	<i>2/2/2024</i>
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"> • Provides 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 	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none"> • 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 	y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none"> • Provides a 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 • 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 Language	<ul style="list-style-type: none"> • Speaking and listening standards are included in the CCSS correlation document • Verbal reasoning explicitly taught within texts- including opportunities for metacognition and the use of background knowledge 	Y

	<ul style="list-style-type: none"> ● Supports oral language through the gradual release of responsibility model ● Kindergarten lesson plans include a “discuss the selection” option that occurs daily ● Foundational skills include oral language opportunities that are systematically introduced within the getting started lesson planner ● Embeds language development within academic vocabulary sections of lessons ● Provides collaborative discussion scaffolds ● “Handing off routine” - model expected behaviors during instruction including using academic language, taking turns, and respecting the opinions of others ● Includes oral language development in each strand (e.g., reading and responding, foundational skills) ● Encourages students to participate in collaborative conversations 	
<p>Systematic & Explicit Instruction in Building Background Knowledge</p>	<ul style="list-style-type: none"> ● Provides scope & sequence for building background knowledge centered around topics in science, social studies, and the arts ● Includes a read aloud to introduce new topics in each unit and build background knowledge ● 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) ● Includes weekly anchor texts and strategic sequence of knowledge progression ● Invites students to participate in think alouds ● Includes overarching topics (e.g., characters, community, government) ● Begins units with background video that relate to the theme for knowledge building ● Includes read alouds to support background knowledge ● Facilitates collaborative content reading conversations through inquiry lessons ● Applies knowledge to cumulative tasks ● Fosters critical thinking skills with diverse texts ● Includes students discussing prior knowledge and new words ● Includes essential questions for each reading 	<p>Y</p>
<p>Systematic & Explicit Instruction in Vocabulary Building</p>	<ul style="list-style-type: none"> ● Provides 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 ● Includes manipulatives and scaffolds to support learning 	<p>Y</p>

<p>Systematic & Explicit Instruction in Writing</p>	<ul style="list-style-type: none"> ● Provides 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, handwriting, spelling, mechanics ● 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. ● Provides research-based routines ● Includes writing in every lesson ● Includes opportunities within the reading and responding section in the lesson to analyze the author's craft and discuss literary techniques, descriptive words, and language mechanics 	<p>Y</p>
<p>Systematic & Explicit Instruction in Reading Fluency</p>	<ul style="list-style-type: none"> ● 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 ● Includes research-informed fluency practices (e.g., supporting fluency within decodable texts within small group instruction) ● Prompts for modeling and immediate feedback 	<p>Y</p>
<p>Systematic & Explicit Instruction in Comprehension</p>	<ul style="list-style-type: none"> ● Provides clear scope & sequence for comprehension skills and strategies. ● Offers explicit instruction through the following: Connect and Teach, Apply to Text, Engage & Respond ● Supports learning through central/anchor questions for each module. ● Includes teaching and learning strategies for supporting comprehension (e.g., graphic organizers genre study, anchor charts, dialogic reading, text discussion, reader's response journal) ● The curriculum follows a gradual release model for comprehension instruction. 	<p>Y</p>
<p>Adheres to the prohibition of three-cueing</p>	<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. 	<p>Y</p>

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA	<ul style="list-style-type: none"> • Aligned to the CCSS 	N
Provides organized and easily accessible lessons	<ul style="list-style-type: none"> • Organizes literacy components by color • Includes format related to responding, applying, and connecting 	Y
Provides supports for multilingual learners	<ul style="list-style-type: none"> • Embeds multilingual support strategies, practices and resources (e.g., multiple layers of supports -substantial, moderate and light) • 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) 	Y
Offers options to purchase the curriculum in a language other than English		?
Provides embedded professional development	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Provides embedded formative, summative, diagnostic, and screening assessments • Provides weekly and module level assessments • Offers digital assessments 	Y
Offers scaffolds and/or tips for differentiation	<ul style="list-style-type: none"> • Options for Differentiation included in teacher's guide • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Offers some online family support videos 	N

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports	<ul style="list-style-type: none"> Last reviewed the 2016 version- partially meets 	N
Approved by at least one other state	<ul style="list-style-type: none"> CT: Meets (2016, 2023) CO: Meets (2016) MN: Eligible for consideration VA: Meets (2023) 	Y
Publisher Self- Evaluation	WI Act 20 rubric McGraw Hill Wonders.pdf	Y
WI Early Literacy Curriculum Council	<ul style="list-style-type: none"> reviewed- 2.7 	N

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).