Early Literacy Curriculum Evaluation

Comprehensive Curriculum	*Raz-Plus (Learning A-Z LLC, year)*
Review Date	**2/9/2024**
DPI Approval Status	**Not approved, does not meet the requirements of WI Act 20.**

Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness	• Provides clear scope & sequence for phonological awareness skills • Includes phonological awareness practices in K-2 but not in grade 3 • Presents phonological awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice	K-2: Y 3: N
Systematic & Explicit Instruction in Phonemic Awareness	• Provides clear scope & sequence for phonemic awareness • Includes phonemic awareness practices in K-1 but not in grades 2-3 • Presents phonemic awareness instruction using the gradual release of responsibility model	K-1: Y 2-3: N
Systematic & Explicit Instruction in Phonics	• Provides a clear scope & sequence for phonics • Presents phonological awareness instruction using the gradual release of responsibility model with teache • Phonics instruction is not included in grade 3 • Presents phonics instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practice • Provides decodable texts to practice decoding skills • Provides weekly suggestions for literacy centers to practice foundational skills	K-2: Y 3: N
Systematic & Explicit Instruction in Oral Language	• Presents oral language topic words and/or review words within each module scope and sequence • Supports speaking and listening through the gradual release of responsibility model • Provides discussion scaffolds • The Literacy Curriculum Map (Lcm) includes Speaking & Listening protocols within the Implementation Guide for each grade level • Provides discussion cards	Y

Systematic & Explicit Instruction in Building Background Knowledge	• Provides printable, projectable, and electronic books categorized by topics and, content areas- each text includes a related lesson plans that offer opportunities for students to apply and build background knowledge	**N**
Systematic & Explicit Instruction in Vocabulary Building	• Provides scope & sequence for vocabulary building • Does not explicitly teach vocabulary • Vocabulary skills include academic, content, and context clues • Provides vocabulary cards • Includes specific vocabulary skills for each unit plan • Provides printable, projectable, and electronic books categorized by topics and, content areas- each text includes a related lesson plans that offer opportunities for vocabulary building ○ Example lesson: "Provides printable, projectable, and electronic books categorized by topics and, content areas- teach text includes a related lesson plans that offer opportunities for students to apply and build background knowledge"	**N**
Systematic & Explicit Instruction in Writing	• Letter formation is not explicitly taught, but the Alphabet Resources support automatic letter recognition and formation • Provides a generic 6-part lesson plan for whole class instruction • Offers graphic organizers as scaffolds to writing • Does not explicitly teach writing	**N**
Systematic & Explicit Instruction in Reading Fluency	• Provides clear scope & sequence for reading fluency • Does not explicitly teach reading fluency • Includes research-informed fluency practices (e.g., readers theater, partner reader, choral reading, supporting fluency within decodable texts within small group instruction) • Includes 1-minute timed readings followed by true/false comprehension questions • Provides a practice for fluency skills as read words, phrases, and decodable books and passages. • Provides center activities related to reading fluency	**N**
Systematic & Explicit Instruction in Comprehension	• Provides clear scope & sequence for comprehension skills and strategies. • Includes comprehension practice but does not appear to offer explicit instruction • Includes discussion cards to support language comprehension • Includes comprehension skills packet • Connects to the WI ELA Standards. • Includes teaching and learning strategies for supporting comprehension (e.g.,graphic organizer, close reading packets) • Teaches text features • Utilizes shared reading practices to support learning	**N**

Adheres to the prohibition of three-cueing	Provides lessons for decodable books that do not include cueing	**y**

Note: The publisher stated in their submission that Raz-Plus is a supplemental literacy program. Therefore, the evaluation was discontinued and the additional considerations were not reviewed.

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA		
Provides organized and easily accessible lessons		
Provides supports for multilingual learners		
Offers options to purchase the curriculum in a language other than English		
Provides embedded professional development		
Offers embedded assessments		
Offers scaffolds and/or tips for differentiation		
Provides students with engaging authentic and decodable texts		
Supports for families/caregivers		

Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports		**Not rated**
Approved by at least one		**No**

other state		
Publisher Self- Evaluation	Raz-Plus_Early Literacy Review Criteria.pdf	
WI Early Literacy Curriculum Council		**NR**

DPI Notes: The publisher stated in their submission that Raz-Plus is a supplemental literacy program. **Specifically, the publisher states, "Raz-Plus (combination of Reading A-Z and Raz-Kids) engaging digital literacy resources for students and instructional support for teachers to differentiate ELA instruction and practice."**

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).