



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Wonders</i> (McGraw Hill, 2023)
Review Date	2/2/24
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 clear scope & sequence for phonological awareness skillsPresents phonological awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practiceProvides multimodal activitiesShares ideas for corrective feedback	Y
Systematic & Explicit Instruction in Phonemic Awareness	<ul style="list-style-type: none">Provides clear scope & sequence for phonemic awarenessPresents phonemic awareness instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practiceProvides multimodal activities	Y
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none">Provides a clear scope & sequence for phonicsFollows a code-emphasis approachPresents phonics instruction using the gradual release of responsibility model with teacher modeling, guided practice, and independent practiceProvides decodable texts to practice decoding skills with the target skill in connected text	Y
Systematic & Explicit Instruction in Oral Language	<ul style="list-style-type: none">Embeds language development within academic vocabulary sections of lessonsProvides collaborative discussion scaffolds, such as sentence startersEmbeds practices that support language across contexts (e.g., turn and talk, collaborative discussions, think-pair-share)	Y
Systematic & Explicit Instruction in Building Background Knowledge	<ul style="list-style-type: none">Each unit begins with students setting goals for building background knowledge centered around topics in science and social studies	Y

	<ul style="list-style-type: none"> • Builds background and word knowledge to begin each lesson • Teaches print and book awareness • Includes inquiry and research opportunities to extend topic knowledge within each unit • Structures learning around text sets 	
Systematic & Explicit Instruction in Vocabulary Building	<ul style="list-style-type: none"> • Provides clear scope & sequence for vocabulary building • Offers explicit vocabulary instruction including direct instruction related to pronunciation, meanings • Employs the routine: say it, spell it, write it • Introduces topic word and vocabulary building/review each week 	Y
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none"> • Provides clear scope & sequence for writing instruction • Develops handwriting skills through systematic and explicit instruction, including cursive in 3rd grade. • Includes developmentally appropriate, authentic writing, that includes drawing and dictation in kindergarten. • Includes writing responses to reading, using text-based evidence. • Offers instruction in genre, grammar • Includes instruction in the writing process • Provides explicit instruction in spelling • Offers online writing skills beginning in grade 1. 	Y
Systematic & Explicit Instruction in Reading Fluency	<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., readers theater, partner reader, choral reading, supporting fluency within decodable texts within small group instruction) • Provides multiple fluency assessments and screeners 	Y
Systematic & Explicit Instruction in Comprehension	<ul style="list-style-type: none"> • Each unit includes a comprehension strategy • Supports learning through central/anchor questions for each text set. • Includes teaching and learning strategies for supporting comprehension (e.g., story elements, graphic organizers genre study, anchor charts, dialogic reading, text discussion, reader's response journal) 	Y
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"> Included on padlet Planning guides link to CCSS 	Y
Provides organized and easily accessible lessons	<ul style="list-style-type: none"> Includes online planning guides- daily, weekly, monthly Shares needed materials/preparation 	Y
Provides supports for multilingual learners	<ul style="list-style-type: none"> Includes ELL small group guide Offers dual language supports, multilingual glossaries in multiple languages, and guide for newcomers Embeds multilingual support strategies, practices and resources in planning materials 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 professional learning and guidance for administering all assessments Includes support videos 	Y
Offers embedded assessments	<ul style="list-style-type: none"> Provides embedded formative, summative, diagnostic, and screening assessments Includes oral fluency screener Provides weekly and unit assessments Provides professional learning and guidance for administering all assessments 	Y
Offers scaffolds and/or tips for differentiation	<ul style="list-style-type: none"> Options for Differentiation included in teacher's guides 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"> Provides content-rich text sets. Includes decodable texts, differentiated texts, and texts in languages other than English Provides text complexity Includes big books in grades K-1 	Y
Supports for families/caregivers	<ul style="list-style-type: none"> Home connection 	Y

Ratings from Outside Sources

Item	Notes	Y/N
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Ed Reports (2023)	<ul style="list-style-type: none"> • Alignment: Meets • Usability: Meets • Foundational Skills: 108/112 • Building Knowledge: 144/144 	Y
Approved by at least one other state	<ul style="list-style-type: none"> • MA (K-2, 2020) • CO (K-3, 2023) • AL (K-3, 2023) • CT (K-3, 2023) • LA (K-5, 2020) • MS (K-2, 2020) 	Y
Publisher Self- Evaluation	WI Act 20 rubric McGraw Hill Wonders.pdf	
WI Early Literacy Curriculum Council	Will review- 2.8	ER

DPI Notes:

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).