



Early Literacy Curriculum Evaluation

Comprehensive Curriculum	<i>Writing A-Z (Learning A-Z LLC, year)</i>
Review Date	<i>2/6/2024</i>
DPI Approval Status	Not approved, does not meet requirements of WI Act 20; supplemental.

Required by 2023 WI Act 20

Components	Evidence	Y/N
Systematic & Explicit Instruction in Phonological Awareness		N
Systematic & Explicit Instruction in Phonemic Awareness		N
Systematic & Explicit Instruction in Phonics	<ul style="list-style-type: none">• <i>Applies phonetic patterns to writing.</i>	N
Systematic & Explicit Instruction in Oral Language		N
Systematic & Explicit Instruction in Building Background Knowledge		N
Systematic & Explicit Instruction in Vocabulary Building		N
Systematic & Explicit Instruction in Writing	<ul style="list-style-type: none">• <i>Provides clear scope & sequence for writing instruction</i>• <i>Includes writing responses to reading, using text-based evidence.</i>• <i>Offers instruction in genre, grammar.</i>• <i>Provides routines that support writers with interactive writing, text features, independent writing and revision.</i>	Y

	<ul style="list-style-type: none"> • Includes instruction in the writing process • Develops handwriting skills through systematic and explicit instruction K-2 only. 	
Systematic & Explicit Instruction in Reading Fluency		N
Systematic & Explicit Instruction in Comprehension		N
Adheres to the prohibition of three-cueing		NA

Additional Considerations

Item	Evidence	Y/N
Aligns to the Wisconsin Standards for ELA		Y
Provides organized and easily accessible lessons		Y
Provides supports for multilingual learners		
Offers options to purchase the curriculum in a language other than English		
Provides embedded professional development		
Offers embedded assessments	<ul style="list-style-type: none"> • Includes online unit and interim assessments. 	
Offers scaffolds and/or tips for differentiation		
Provides students with engaging authentic and decodable texts		

Supports for families/caregivers		
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Ratings from Outside Sources

Item	Notes	Y/N
Ed Reports		NR
Approved by at least one other state		N
Publisher Self- Evaluation	https://widpiprd.sharepoint.com/sites/TS-EarlyLiteracyCurricula/DocLibPublishers/Forms/AllItems.aspx?id=%2Fsites%2FSTS%2DEarlyLiteracyCurricula%2FDocLibPublishers%2FLearning%20A%20Z%20LLC%2FWriting%20A%2DZ%5FEarly%20Literacy%20Review%20Criteria%2Epdf&viewid=e52b028b%2Dad34%2D47ed%2Db0e4%2Dc6cf7d6d8955&parent=%2Fsites%2FSTS%2DEarlyLiteracyCurricula%2FDocLibPublishers%2FLearning%20A%20Z%20LLC	
WI Early Literacy Curriculum Council	<ul style="list-style-type: none"> • Have not yet reviewed 	

DPI Notes:

- The publisher states that it is a supplemental writing program:
 - “Writing A–Z is a flexible K–5 writing program designed to function as a stand-alone or supplemental writing program, or as a complement to any core literacy plan.”

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).