Wisconsin Act 20
Curriculum Crosswalk Toolkit

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March 2024

Beginning in the school year 2024-2025, Wisconsin public schools, independent charter schools, and schools participating in the Choice program are required to implement K-3 literacy instruction that aligns with the statutory definition of science-based early literacy instruction. Developed in collaboration between DPI, educators and statewide partners, this toolkit allows a school or district to determine whether their early literacy curricular materials comply with statutory requirements. Educators and administrators are essential decision-makers of instructional materials based on their expertise of the educational strengths and needs of their local school communities.

Wisconsin Department of Public Instruction

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Wisconsin Act 20 Curriculum Crosswalk Toolkit

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Introduction to the Toolkit

All children in Wisconsin deserve access to meaningful early literacy instruction. This entails ensuring that every student in Wisconsin has access to the educational resources and rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income. With 421 public school districts in Wisconsin, in addition to independent charter schools and schools participating in the Choice program, the Wisconsin Department of Public Instruction (WI DPI) acknowledges a one-size-fits-all approach to literacy curriculum and instruction would not be able to adequately support meaningful and appropriate literacy advancement for all students. Recognizing the vital role of Wisconsin's families, educators, and administrators, an inclusive and collaborative approach when reviewing, identifying, and implementing curriculum and instruction is essential. Furthermore, literacy learning opportunities in Wisconsin's schools will be enhanced by applying literacy research, content standards, and recognition of each student's unique learning experiences.

2023 Wisconsin Act 20 (Act 20) requires specific criteria regarding K-3 literacy curriculum. Curriculum, encompassing instructional materials, activities, and assessments, aims to support students in reaching proficiency in the *Wisconsin Standards for English Language Arts* (WI DPI, 2020b). To assist districts in navigating the curriculum requirements, the *WI Act 20 Curriculum Crosswalk Toolkit* has been developed. This toolkit offers three resources designed to support the analysis of compliance with Act 20. The three resources include a processing template, communication tool, and resource library.

While the *WI Act 20 Curriculum Crosswalk Toolkit* aids in reviewing curriculum based on the requirements of Act 20, each district maintains local decision-making authority and should utilize the expertise of their school communities when reviewing curriculum. This introduction to the toolkit begins by defining science-based early reading. Next, there is shared relevant content about curriculum resources. Finally, there is identified the purpose and explanation of the three resources.

Science-based Early Reading Instruction

Act 20 mandates that all Wisconsin schools provide science-based early reading instruction in both universal (core instruction) and intervention settings (see Wis Stat. sec. 118.015 [11]). Science-based early reading instruction is defined as systematic and explicit instruction in at least all of the following areas: phonological awareness, phonemic awareness, phonics, background knowledge, oral language development, writing, comprehension, vocabulary building, and reading fluency. For each component, systematic and explicit instruction must be applied in the evaluation of curriculum resources. Systematic refers to "intentionally teaching identifiable skills within a scope and sequence" (WI DPI, 2020a, p. 44). Explicit instruction refers to designing lessons/units based on a gradual release of responsibility model. To meet the end goal of self-regulated independent practice, teachers use a cycle of teaching and learning including explaining, modeling, and offering guided practice with continuous, precise, and repetitive feedback (WI DPI, 2020a).

The WI DPI maintains that literacy learning is not a linear process but rather a multifaceted and complex process where multiple factors converge simultaneously (see Wisconsin's Reading Model, p. 8). This view of literacy development acknowledges the importance of recognizing the need for overlapping skill building. In other words, students do not need to be completely secure in one area of literacy before learning about the next. Furthermore, the WI DPI recognizes the significance of cultural dimensions of literacy and thus advocates for instructional approaches that are culturally and linguistically sustaining (Wisconsin DPI, 2020b). Therefore, while Act 20 mandates explicit instruction, the WI DPI recommends the inclusion of additional comprehensive research-informed literacy practices based on real life experiences to support meaningful literacy learning. For example, researchers have reported that students who engage in purposeful literacy-rich guided play show statistically significant gains in early literacy (Cavanaugh et al., 2017; Maureen et al., 2020; Nicolopoulou et al., 2015).

Per Act 20, science-based early reading includes prohibiting the use of three-cueing when teaching and supporting word-solving. Act 20 defines three-cueing as an instructional model that relies on meaning, structure, and visual cues for teaching reading or teaching a pupil to read based on meaning, structure and syntax, and visual cues or memory. This prohibition applies when the instructional goal is for the learner to solve unknown words. The WI DPI recognizes that such instruction is an evidence-based instructional approach when the goal is to support comprehension and building vocabulary (Capin et al., 2020; Foorman et al., 2016; Kuhn & Stahl, 1998; Nash & Snowling, 2010). Therefore, instruction in using context clues is allowable and appropriate when the learning goal is related to vocabulary and comprehension skill building.

Curricular Decisions Beyond Act 20

Wisconsin does not mandate a required list of curriculums for schools/districts to adopt. While the toolkit supports schools/districts in identifying a curriculum's alignment to Act 20, additional factors must be considered when selecting new resources (see *Wisconsin Standards for English Language Arts*, pp. 70-74). These considerations include, but are not limited to, the following:

- aligns to the Wisconsin's Standards for English Language Arts.

- ensures representation and diversity, such as diverse voices, cultural experiences, and reflections of lived experiences.

- considers the reader and task, including motivation, knowledge/experiences, purpose, task complexity.

- empowers learners to read high-quality texts widely and deeply, for many purposes, including enjoyment.

- presents writing as a means of communication rather than stand-alone, isolated skills.

- offers opportunities for students to write in multiple modes for a variety of purposes.

- utilizes texts for a variety of instructional purposes (e.g., predictable texts for understanding language; decodable texts for applying phonics knowledge, authentic texts for comprehension).

- employs evidence-based practices (e.g., *Universal Design for Learning*) to ensure that each student can access and meaningfully engage in learning opportunities.

- provides resources for parents/caregivers and community members to support students' literacy development.

- includes lessons and other instructional materials that are user-friendly for educators.

- embeds professional learning to support implementation of the instructional materials.

- provides multiple forms of assessment.

- meets accessibility requirements (e.g., closed captions, Braille versions, screen readers).

- includes materials in multiple languages.

To support the process of reviewing curriculum, the WI DPI recommends visiting *our Instructional Materials and Professional Learning* (see https://dpi.wi.gov/impl) and *Professional Learning: Wisconsin's 2020 Standards for ELA* (see https://dpi.wi.gov/ela/standards/standardsmodules) webpages. These pages reference resources that were designed to support educators with processes for identifying high-quality resources (see https://curriculumsupport.org). *Wisconsin's Framework for Equitable Multi-Level Systems of Support* (EMLSS) may also be used to support school/district teams in integrating the requirements of Act 20 to create a system that meets the needs of each student (see https://dpi.wi.gov/emlss).

While there is not a list of mandated curricula, the Joint Finance Committee did recommend a list of eligible curriculum resources for partial reimbursement grants (see https://dpi.wi.gov/wi-reads). These prorated curriculum grants, expected to be issued in 2025, will reimburse school districts for no more than 50% of the cost incurred on or after March 11, 2024. The list of eligible curriculums will be updated annually. Ultimately, each district maintains the authority to make local decisions regarding 5K-3rd grade literacy curriculum as long as there is compliance with the science-based early reading requirements.

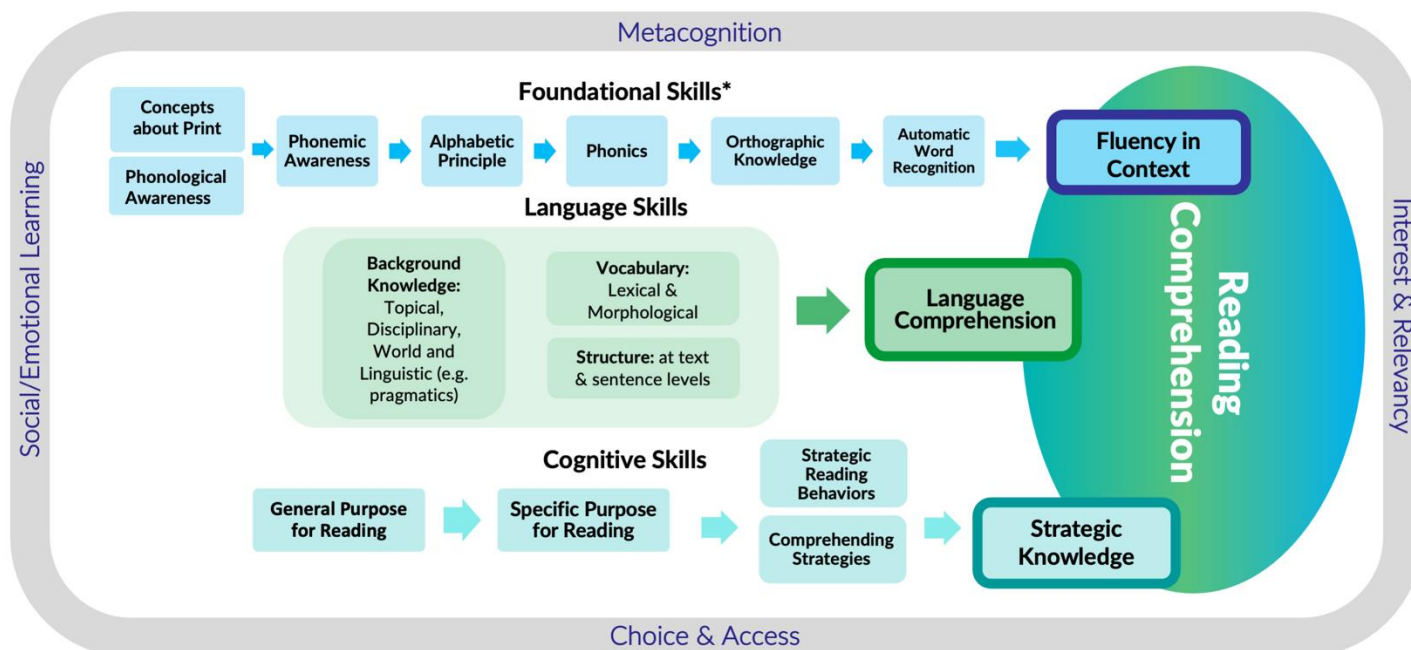## Wisconsin Act 20 Curriculum Crosswalk Toolkit

Act 20 requires science-based early reading curriculum for grades 5K-3. The three resources in this toolkit include a processing template, communication tool, and resource library. The first tool, the *Wisconsin Act 20 Curriculum Crosswalk*, serves as a processing template for school/district teams to analyze how their existing curriculum resources align with the Act 20 requirements. Additionally, the template may be used to support district reading specialists as one part of their annual evaluation of their curricular resources as required under Wis Stat. sec. 118.015 (2-4).

The second resource in the toolkit is the *Wisconsin Act 20 Curriculum Communication Template.* This template provides school/district teams a space to document evidence of their alignment with Act 20 requirements and may be utilized as a public document to inform the community about the district's compliance with science-based early reading. The third resource, the Wisconsin Act 20 Resource Library, is an annotated bibliography designed to deepen understanding of each required component of science-based early reading. Please note that none of the resources in this library are specifically endorsed by the developers of this toolkit. Instead, the annotated bibliography consists of resources that support learning about each science-based early reading component.

In conclusion, there are many factors to be considered when evaluating a literacy curriculum that will meet the unique needs of a school district's 5K-3 student population. The *WI Act 20 Crosswalk Toolkit* offers three resources to assist schools and districts in evaluating their curriculum for compliance with Act 20 criteria. Therefore, the tools may support a district in the identification of curriculum needs related to the required components of science-based early reading programming for grades 5K-3.

Wisconsin's Model of Reading

A Model Representing the Reading Process

Metacognition

Social/Emotional Learning

Interest & Relevancy

Foundational Skills*

Concepts about Print

Phonological Awareness

Phonemic Awareness

Alphabetic Principle

Phonics

Orthographic Knowledge

Automatic Word Recognition

Fluency in Context

Language Skills

Background Knowledge: Topical, Disciplinary, World and Linguistic (e.g. pragmatics)

Vocabulary: Lexical & Morphological

Structure: at text & sentence levels

Language Comprehension

Reading Comprehension

Cognitive Skills

General Purpose for Reading

Specific Purpose for Reading

Strategic Reading Behaviors

Comprehending Strategies

Strategic Knowledge

Choice & Access

* Sequential and Overlapping Skills

Adapted from Farrall, M. (2012). *Reading assessment: Linking language, literacy, and cognition.* Hoboken, NJ: Wiley & Sons; McKenna, M. & Stahl, K. (2009). *Assessment for reading instruction.* New York, NY: Guilford.

Tool 1: Wisconsin Act 20 Curriculum Crosswalk

The crosswalk serves as a processing template for school/district teams (e.g., educators, parents/caregivers, community members) to analyze the alignment of curriculum resources with Act 20 requirements. Teams may want to consider the following process:

1. Convene a team of educators familiar with the curriculum.
2. Review the toolkit, ensuring a shared understanding of the science-based early reading components. To support this process, educators may utilize the glossary (see Appendix A) and/or resource library.
3. Develop a plan to document evidence for each required component.
4. Gather, discuss, and document evidence for each component. See editable template: https://docs.google.com/document/d/1iW3vs4AzB5pxC7lNIOQaOzPFH84XD_zWfUDk93KUhfM/copy
5. Discuss next steps, such as identifying needs for professional learning and/or supplemental materials.
6. Communicate information about the process and next steps.

Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b).				
Required Component	**Definition**	**Analysis Questions**	**Rating**	**Evidence & Next Steps**
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).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to phonological awareness and includes the following: word awareness; rhyme recognition; repetition and creation of alliteration; syllable counting/ identification; and rime manipulation? • Do our lesson/unit plans apply the gradual release of responsibility to develop the following: word awareness, rhyme recognition, repetition and creation of alliteration, syllable counting/identification, and rime manipulation?	**Phonological Awareness** ☐Evident ☐Partially Evident ☐Not Evident	

	Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b).			
Required Component	**Definition**	**Analysis Questions**	**Rating**	**Evidence & Next Steps**
Phonemic awareness	Refers to the skills of "identifying, isolating, blending, segmenting, and manipulating (adding, substituting, deleting) phoneme" (WI Act 20, Section 11, 2023).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to phonemic awareness and includes the following: identifying; isolating; blending; segmenting; and manipulating phonemes? • Do our lesson/unit plans apply the gradual release of responsibility to develop the following: identifying, isolating, blending, segmenting, and manipulating phonemes?	**Phonemic Awareness** ☐ Evident ☐ Partially Evident ☐ Not Evident	
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).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to phonics and includes the following: relationships between sounds and words; alphabetic principle; decoding; orthographic knowledge; encoding; and fluency? • Do our lesson/unit plans apply the gradual release of responsibility to develop the following: relationships between sounds and words; alphabetic principle; decoding; orthographic knowledge; encoding; and fluency?	**Phonics** ☐ Evident ☐ Partially Evident ☐ Not Evident	

	Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b).			
Required Component	**Definition**	**Analysis Questions**	**Rating**	**Evidence & Next Steps**
Oral Language Development	Refers to developing a system of words and word combinations to communicate with others through speaking and listening (Foorman et al., 2016; Kosanovich et al., 2020).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to speaking and listening? • Do our lesson/unit plans apply the gradual release of responsibility to develop speaking and listening skills?	**Oral Language Development** ☐Evident ☐Partially Evident ☐Not Evident	
Building Background Knowledge	Refers to "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 Learning, 2022, p. 3)	• Do we have a scope and sequence for grades 5K-3 that outlines grade level topics/themes? • Do our lesson/unit plans apply the gradual release of responsibility to develop background knowledge?	**Building Background Knowledge** ☐Evident ☐Partially Evident ☐Not Evident	
Vocabulary building to develop lexical and morphological knowledge	Refers to instruction of expressive (words said and produced) and receptive vocabulary (words heard and understood) with the purpose of expanding students' knowledge of words and their meanings (Kosanovich, 2020, p. 1; UNESCO, 2020).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to vocabulary? • Do our lesson/unit plans apply the gradual release of responsibility to develop lexical and morphological knowledge (i.e., knowledge about word meanings, properties, and usage)?	**Vocabulary** ☐Evident ☐Partially Evident ☐Not Evident	

Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b).				
Required Component	Definition	Analysis Questions	Rating	Evidence & Next Steps
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).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to writing as a form of communication? • Do our lesson/unit plans apply the gradual release of responsibility to develop writing as a form of communication?	**Writing** ☐Evident ☐Partially Evident ☐Not Evident	
Comprehension	Refers to "making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility" (International Literacy Association, n.d.).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to comprehension? • Do our lesson/unit plans apply the gradual release of responsibility to promote comprehension?	**Comprehension** ☐Evident ☐Partially Evident ☐Not Evident	

Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b).				
Required Component	**Definition**	**Analysis Questions**	**Rating**	**Evidence & Next Steps**
Reading fluency	Refers to "reading with accuracy, automaticity, and prosody" (WI DPI, 2020b, p. 76).	• Do we have a scope and sequence for grades 5K-3 that outlines grade level standards related to reading fluency and includes the following: reading with accuracy (the ability to recognize and read words correctly), automaticity (appropriate rate of reading), and prosody (expression, intonation, and purposeful phrasing used to give meaning to the text)? • Do our lesson/unit plans apply the gradual release of responsibility to develop fluent reading that includes accuracy, automaticity, and prosody?	**Fluency** ☐ Evident ☐ Partially Evident ☐ Not Evident	
Prohibits MSV	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" (WI Act 20, Section 11, 2023).	• Do we have an instructional resource that follows a specific scope and sequence to teach phonics? • Do our lesson/unit plans require learners to apply their knowledge of phonics to solve unknown words?	**MSV** ☐ Evident ☐ Partially Evident ☐ Not Evident	

Tool 2: Curriculum Communication Template

The communication template helps school/district teams gather evidence of their alignment with Act 20 requirements and may be used as a public document to inform the community how the district is meeting Act 20's science-based early reading requirements. Educator teams may want to consider the following process:

1. Reconvene the curriculum crosswalk team.
2. Use the WI Act 20 Curriculum Crosswalk to review how the curriculum aligns with the Act 20 requirements.
3. Discuss and decide the format for communicating evidence (e.g., narratives, photos, charts).
4. Document evidence. See editable template:
   https://docs.google.com/document/d/1grDgTaKSnWd38SMHZSUXDRou1BNkAk1cN_B217b6Tvo/copy
   Share evidence of Act 20 compliance with relevant educational partners (e.g., school board, families, educators).

Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b). After a self-analysis, we find that our curricular resource(s) meet the requirements of WI Act 20 of 2023. The following evidence provides rationale for this determination:		
Required Component	**Definition**	**Evidence**
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).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**
Phonemic awareness	Refers to the skills of "identifying, isolating, blending, segmenting, and manipulating (adding, substituting, deleting) phoneme" (WI Act 20, Section 11, 2023).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**

Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b). After a self-analysis, we find that our curricular resource(s) meet the requirements of WI Act 20 of 2023. The following evidence provides rationale for this determination:		
Required Component	**Definition**	**Evidence**
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).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**
Oral Language Development	Refers to developing a system of words and word combinations to communicate with others through speaking and listening (Foorman et al., 2016; Kosanovich et al., 2020).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**
Building Background Knowledge	Refers to "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 Learning, 2022, p. 3)	**Evidence of systematic instruction:** **Evidence of explicit instruction:**

	Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b). After a self-analysis, we find that our curricular resource(s) meet the requirements of WI Act 20 of 2023. The following evidence provides rationale for this determination:	
Required Component	**Definition**	**Evidence**
Vocabulary building to develop lexical and morphological knowledge	Refers to instruction of expressive (words said and produced) and receptive vocabulary (words heard and understood) with the purpose of expanding students' knowledge of words and their meanings (Kosanovich, 2020, p. 1; UNESCO, 2020).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**
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).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**
Comprehension	Refers to "making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility" (International Literacy Association, n.d.).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**

Required Component	Definition	Evidence
Instruction must include systematic and explicit instruction in components 1-9 as required under 2023 WI Act 20 118.015 (1c) (b). After a self-analysis, we find that our curricular resource(s) meet the requirements of WI Act 20 of 2023. The following evidence provides rationale for this determination:		
Reading fluency	Refers to "reading with accuracy, automaticity, and prosody" (WI DPI, 2020b, p. 76).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**
Prohibits MSV	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" (WI Act 20, Section 11, 2023).	**Evidence of systematic instruction:** **Evidence of explicit instruction:**

Tool 3: Wisconsin Act 20 Resource Library

The resource library is an annotated bibliography designed to enhance understanding of each required component of science-based early reading. Please note that none of the resources in this library are specifically endorsed by the toolkit authors. Instead, they are identified to support learning about each component. Each entry presents a summary of the resource and includes keywords highlighting the connections to WI Act 20.

Achieve the Core. (2022). *Building knowledge: Expanding the world through reading.*
https://achievethecore.org/page/3204/building-knowledge-expanding-the-world-through-reading
This resource consists of three modules, each featuring a video, PowerPoint presentation, and accompanying resources. The aim of these modules is to introduce the importance of building knowledge, enhancing vocabulary, and supporting comprehension by incorporating high-quality complex texts into language arts instruction.
keywords: building background knowledge; comprehension; vocabulary

Achieve the Core. (2020*). Read aloud project.* **https://achievethecore.org/page/1107/read-aloud-project**
This resource focuses on the *Read Aloud Project*. This project's goal is to cultivate deep thinking and prompt equitable access to meaningful instruction by building background knowledge. The resource includes a PowerPoint presentation, handouts, and example resources.
keywords: building background knowledge; comprehension

Afflerbach P. (2021). *Teaching readers (not reading) moving beyond skills and strategies to reader-focused instruction.* **Guilford Publications.**
This text explains the complex nature of literacy and the many factors that influence literacy learning (e.g., metacognition, motivation, engagement, social–emotional learning, self-efficacy).
keywords: building background knowledge; comprehension; explicit instruction; phonemic awareness; phonics; vocabulary

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: Kindergarten through grade 3* **(3rd ed.). National Institute for Literacy.**
https://www.nichd.nih.gov/publications/product/239
This resource synthesizes research to inform reading instruction for kindergarten to third grade students.
keywords: comprehension; fluency; oral language; phonemic awareness; phonics; phonological awareness; vocabulary

Beck, I., & Beck, M. (2013). *Making sense of phonics: The hows and whys (2nd ed.).* **The Guilford Press.**
> This text provides educators with resources to support explicit and systematic phonics instruction.
> **keywords:** explicit instruction; phonics; systematic instruction

Brown, J. E., Sanford, A. K., & Sacco, D. (2023*). Multi-tiered system of supports for multilingual learners using culturally and linguistically aligned practices.* **National Center on Intensive Intervention at the American Institutes for Research. https://intensiveintervention.org/sites/default/files/2024-01/mtss-culturally-responsive.pdf**
> This resource provides educators with resources for implementing culturally and linguistically aligned instruction.
> **keywords:** explicit instruction; multilingual learners; systematic instruction

Bryan-Gooden, J., Hester, M., & & Peoples, L.Q. (2019). *Culturally responsive curriculum scorecard.* **Metropolitan Center for Research on Equity and the Transformation of Schools, New York University.**
> This resource provides educators, students, and community members with the opportunity to determine the extent to which their school's English Language Arts curricula are (or are not) culturally responsive. The term culturally responsive in this resource refers to a "combination of teaching, pedagogy, curriculum, theories, attitudes, practices, and instructional materials that center students' culture, identities, and contexts throughout educational systems."
> **keywords:** curriculum; culturally responsive

Cabell, S.Q., Neuman, S.B., Patton Terry, N. (Eds.). (2023). *Handbook on the science of early literacy.* **(2023). Guilford Publications.**
> This text brings together prominent researchers from multiple disciplines to synthesize early literacy research. The text also shares instructional strategies that promote growth in reading, writing, oral language, and their interconnections. In addition, the text addresses topics such as: having access to high-quality instruction, supporting literacy learning of multilingual populations, advancing literacy learning opportunities for children with specific learning disabilities; and employing data driven decision making approaches to inform instruction.
> **keywords:** background knowledge; comprehension; explicit instruction; fluency; multilingual learners, oral language; phonemic awareness; phonics; phonological awareness; vocabulary; writing

Colorín Colorado (2013, June 3). *Using realia to build background knowledge.* **[Video]. YouTube.**
https://youtu.be/C4hg6ThgSR0?feature=shared
This video offers viewers an opportunity to see how an educator used realia to support the application and
development of background knowledge.
keywords: building background knowledge; multilingual learners

Cervetti, G. N., Pearson, P. D., Palincsar, A. S., Afflerbach, P., Kendeou, P., Biancarosa, G., Higgs, J., Fitzgerald, M. S., &
Berman, A. I. (2020). How the reading for understanding initiative's research complicates the simple view of
reading invoked in the science of reading. *Reading Research Quarterly, 55,* **161–172. https://doi**
org.ezproxy.uwsp.edu/10.1002/rrq.343
This peer-reviewed article provides insights into the evolving understanding of reading comprehension and
implications for literacy instruction.
keywords: building background knowledge; comprehension; fluency; oral language; phonemic awareness;
phonics; phonological awareness; vocabulary; writing

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple
view of reading. *Reading Research Quarterly, 56* **(S1), S25–S44. https://doi.org/10.1002/rrq.411**
This article provides further insight into the evolving research related to reading and highlights the complexities
of reading comprehension.
keywords: building background knowledge; comprehension; fluency; oral language; phonemic awareness;
phonics; phonological awareness; vocabulary; writing

Erickson, K., & Koppenhaver, D. (2020). *Comprehensive literacy for all: Teaching students with significant disabilities to*
read and write. **Paul H. Brookes Publishing.**
This text guides educators, speech-language pathologists, and other professionals in practical lessons to support
literacy advancement for students with significant disabilities.
keywords: comprehension; fluency; oral language; phonics; phonological awareness; spelling; vocabulary; writing

Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S. Streke, A., Wagner, R., & Wissel, S. (2016). *Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008).* **Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/21**
The goal of this IES practice guide is to offer educators specific, evidence-based recommendations for teaching foundational reading skills to students in kindergarten through 3rd grade. This guide synthesizes research on foundational reading skills and shares evidence-based practices to support literacy learning.
keywords: comprehension; fluency; oral language; phonemic awareness; phonics; vocabulary

Foorman, B. R., Smith, K. G., & Kosanovich, M. L. (2017). *Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5* **(REL 2017–219). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/rel/Products/Region/southeast/Publication/3814**
This rubric goes beyond the requirements of WI Act 20 to help practitioners at the state, district, school, or university level evaluate reading/language arts instructional and intervention materials in grades K-5 based on rigorous research and standards. The rubric is organized by content area for grades K-2 and grades 3-5.
keywords: comprehension; evaluating instructional materials; fluency; oral language; phonemic awareness; phonics; phonological awareness; vocabulary; writing

Gamse, B.C., Jacob, R.T., Horst, M., Boulay, B., and Unlu, F. (2008). *Reading First impact study final report* **(NCEE 2009-4038). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://files.eric.ed.gov/fulltext/ED506347.pdf**
This study aimed to assess the impact of the *Reading First* program, a federal initiative focused on improving reading instruction in elementary school. Through rigorous evaluation, the report examines the effectiveness of *Reading First* in improving students' reading achievement, particularly in schools serving low-income students. The findings provide insights regarding the effectiveness of specific literacy improvement strategies.
keywords: comprehension; fluency; phonemic awareness; phonics; phonological awareness; vocabulary

Garden, P.D. (2022). Vocabulary in the early grades. In K. Thomas, S. Landreth, A. Cummins, and C. Maynard (Eds.), Texas Association for Literacy Education Yearbook (Volume 9, pp. 75 - 82). *Texas Association for Literacy Education.* **https://eric.ed.gov/?id=EJ1367392**
This chapter discusses the significance of teaching vocabulary and provides instructional strategies to support vocabulary development.
keywords: vocabulary

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE 2012-4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/PracticeGuide/17

The goal of this practice guide is to offer educators specific, evidence-based recommendations that address the teaching of writing in elementary school. The guide provides practical, clear information on critical topics related to teaching writing and is based on the best available evidence as judged by the authors.

keywords: writing

Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Teaching academic content and literacy to English learners in elementary and middle School* (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/PracticeGuide/19

This practice guide shares specific evidence-based recommendations to support the learning of multilingual learners during reading and content area instruction. Each recommendation includes examples of activities that can be used to support students as they build their language and literacy skills.

keywords: multilingual learners; oral language; vocabulary; writing

Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/practiceguide/3

The practice guide offers evidence-based recommendations to reduce the number of children who fail to learn how to read proficiently by using response to intervention (RtI) as a means of both preventing reading difficulty and identifying students who need more help.

keywords: comprehension; fluency; phonemic awareness; phonics; phonological awareness; reading intervention; systematic instruction; vocabulary; writing

Honig, B. Diamond, L., Gutlohn, L. (2018). *Teaching reading sourcebook* (3rd. ed.) Consortium of Reaching Excellence in Education (CORE), Inc. This text offers readers opportunities to learn about reading research related to foundational reading skills. The resource also provides teaching strategies and lessons.

 keywords: comprehension; fluency; oral language; phonemic awareness; phonics; phonological awareness; vocabulary

Language and Reading Research Consortium (LARRC; 2013). *Let's know!* **The Ohio State University.**
https://larrc.ehe.osu.edu/curriculum/
In 2010, the Institute of Education Sciences (IES) funded the *Reading for Understanding* (RFU) research initiative.
This established the LARRC. This consortium focused on building understanding in order to improve our language
skills that facilitate the development of reading comprehension. An outcome of the research was LARRC's
development of the curricular supplement titled, Le*t's Know!* This free 4K-3 curriculum supplement is designed to
improve children's reading comprehension by targeting growth in language skills.
keywords: building background knowledge; comprehension; explicit instruction; oral language; systematic
instruction; vocabulary

National Early Literacy Panel (U.S.) & National Center for Family Literacy (U.S.). (2008). *Executive summary: Developing*
early literacy: Report of the National Early Literacy Panel. **National Institute for Literacy.**
https://lincs.ed.gov/publications/pdf/NELPReport09.pdf
This scientific publication is the full report of the National Early Literacy Panel and examines the implications of
instructional practices used with children from birth to age 5.
keywords: comprehension; fluency; oral language; phonemic awareness; phonics; phonological awareness;
vocabulary; writing

Pressley, T. (2023). *Reading instruction that works: The case for balanced teaching* **(5th ed.). The Guilford Press.**
Informed by the *science of reading,* the fifth edition of this text offers educators a roadmap for comprehensive
literacy and includes specific instructional strategies for advancing literacy skills of diverse learners.
keywords: building background knowledge; comprehension; explicit instruction; fluency; oral language;
phonemic awareness; phonics; phonological awareness; systematic instruction; vocabulary; writing

Reading Rockets. (2022). *Reading 101: A guide to teaching reading and writing.* **WETA Public Broadcasting.**
https://www.readingrockets.org/teaching/reading101-course/modules/course-modules
The Reading Rockets website provides nine course modules to support the understanding of teaching and
assessing foundational literacy skills.
keywords: comprehension; explicit instruction; fluency; oral language; phonemic awareness; phonics;
phonological awareness; systematic instruction; vocabulary; writing

Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American*
Educator, 36(1), 12–19. **https://www.aft.org/sites/default/files/Rosenshine.pdf**
This article reports on ten instructional principles related to building background knowledge.
keywords: background knowledge; explicit instruction

Smith, K. G., & Foorman, B. R. (2015). *Summer reading camp self-study guide* (REL 2015–070). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southeast. https://ies.ed.gov/ncee/rel/Products/Region/southeast/Publication/3635

> WI Act 20 requires DPI to adopt a model policy for promotion to fourth grade. Part of the promotion plan requires offering an intensive summer reading program every summer until the student scores at grade level in reading. This guide was developed to facilitate self-studies of planning and implementing summer reading camp programs for grade 3 students in need of intervention. Templates for data collection and guiding questions are provided to help guide conversations of a self-study team.
> **keywords:** intensive summer reading program; personal reading plans; promotion policies

Shanahan, T. (2005). *The National Reading Panel Report: Practical advice for teachers.* Learning Point Associates. https://eric.ed.gov/?id=ED489535

> This resource offers guidance for educators seeking to implement evidence-based reading instruction.
> **keywords:** comprehension; fluency; phonemic awareness; phonics; phonological awareness; vocabulary

Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). *Improving reading comprehension in kindergarten through 3rd grade: A practice guide* (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/readingcomp_pg_092810.pdf

> The goal of this practice guide is to offer educators evidence-based recommendations that address the teaching of reading comprehension to students in kindergarten through third grade. The guide provides information on related to teaching reading comprehension and is based on the best available evidence as judged by the authors.
> **keywords:** comprehension

Stead, T. (2014). Nurturing the inquiring mind through the nonfiction read-aloud. *The Reading Teacher, 67*(7), 488–495. https://doi.org/10.1002/trtr.1254

> This article shares resources to support literacy development through simultaneously honoring student motivation and interest. This article also informs about the "Reading and Analyzing Nonfiction Strategy "which is a strategy to support reading comprehension.
> **keywords:** background knowledge; comprehension

Teaching books (n.d.). *Beginning / early reader collection.*
https://school.teachingbooks.net/tb.cgi?go=1&isAdv=1&keyword_type1=title&genre=BRD
This is a free resource for Wisconsin educators that identifies authentic texts to support phonological awareness and phonics.
keywords: phonics; phonological awareness

Unite for Literacy (2020). *Unite.* https://www.uniteforliteracy.com/
Unite for Literacy is a digital library that offers free access to over 400 picture books organized by topics. One-fourth of the books are written in Spanish. The digital books provide audio narrations in more than 40 languages, spoken by native speakers. The books have been intentionally curated to represent all genders, races, national origins, disabilities, and ages.
keywords: building background knowledge; comprehension; multilingual learners; oral language; personal reading plans; vocabulary

University of Massachusetts. (2016). *Doors to the world.* https://doors2world.umass.edu/
This free website aims to help educators provide global experiences for students through critical engagement with culture as represented within children's literature. Educators will find many resources on the site including reflection questions to support text selection. There are also multimodal resources to support literacy teaching and learning using a variety of multicultural texts and topics.
keywords: building background knowledge; comprehension

Wisconsin Department of Public Instruction (2020). *Instructional practice guide for equitable teaching and learning in English Language Arts.* https://dpi.wi.gov/ela/instruction/instructional-practice-guides.
Advancing educational equity requires intentionally building a system that meets the needs of all learners. These guides, organized by grade bands, were created on the foundation that every learner is entitled to high quality instruction and support, including those who have not yet met grade level standards and those who would benefit from additional challenge. These practice guides recognize universal instruction as an impactful way to ensure mastery of educational standards for every learner.
keywords: building background knowledge; explicit instruction; fluency; phonemic awareness; phonics; phonological awareness; systematic instruction; writing

Wisconsin Department of Public Instruction. (n.d.). *Literacy practices bank.*
https://dpi.wi.gov/reading/literacy-practices-bank
The literacy practices banks offer many resources that can be used to support foundational reading skills in grades 5K-3 including lessons, instructional frameworks, and assessments.
keywords: comprehension; fluency; oral language; phonemic awareness; phonics; vocabulary; writing

Wisconsin Department of Public Instruction. (2020). *Module 1: Introduction to the foundational reading skills tool (FRST, 2020). https://dpi.wi.gov/reading/professional-learning/reading-foundational-skills*
This 45-minute learning module offers an introduction to a six-part series related to foundational reading skills. The module explains the following: Wisconsin's model representing the reading process; an overview of the *Foundational Reading Skills Tool* (FRST); explicit instruction; and an overview of Wisconsin's Strategic Assessment System.
keywords: systematic instruction; explicit instruction

Wisconsin Department of Public Instruction. (2020). *Module 2: Phonological awareness.*
https://dpi.wi.gov/reading/professional-learning/reading-foundational-skills
This 70-minute webinar is the second module within WI DPI's six-part foundational reading skills series. This module explains systematic and explicit instruction in phonological awareness. The module also explores systems-level thinking from a Wisconsin literacy coach.
keywords: explicit instruction; phonological awareness; systematic instruction

Wisconsin Department of Public Instruction. (2020). *Module 3: Phonemic awareness.*
https://dpi.wi.gov/reading/professional-learning/reading-foundational-skills
This 70-minute webinar is the third module within a six-part series related to foundational reading skills. The module builds background knowledge about phonemic awareness, defines systematic instruction in phonemic awareness, highlights connections to the FRST, shares examples of explicit instruction in phonemic awareness, and informs about tools to assess phonemic awareness.
keywords: explicit instruction; phonemic awareness; systematic instruction

Wisconsin Department of Public Instruction. (2020). *Module 4: Alphabetic principle and phonics.*
https://dpi.wi.gov/reading/professional-learning/reading-foundational-skills
This is the fourth module in a six-part series related to foundational reading skills. The module builds background knowledge about the alphabetic principle and phonics.
keywords: explicit instruction; phonics; systematic instruction

Wisconsin Department of Public Instruction. (2020). *Module 5: Shared reading.*
https://dpi.wi.gov/reading/professional-learning/reading-foundational-skills
This 60-minute webinar is the fifth module within a six-part series related to foundational reading skills. The module builds background knowledge about how to use shared reading as a vehicle to support reading.
keywords: comprehension; explicit instruction; fluency; phonics; phonological awareness; vocabulary

Wisconsin Department of Public Instruction. (2020). *Module 6: Shared and interactive writing.*
https://dpi.wi.gov/reading/professional-learning/reading-foundational-skills
This 70-minute webinar is the sixth module within a series related to foundational reading skills. The module offers knowledge about how to use shared and interactive writing as vehicles to support reading and writing.
keywords: comprehension; explicit instruction; phonemic awareness; phonics; phonological awareness; writing

Wisconsin Department of Public Instruction. (2020). *Wisconsin standards for English language arts.*
https://dpi.wi.gov/ela/standards
The Wisconsin Standards for ELA specify what students should know and be able to do in the classroom. Appendix 2 provides informs about decoding, encoding, fluency, phonological awareness, and phonemic awareness.
keywords: comprehension; fluency; oral language; phonemic awareness; phonics; phonological awareness; vocabulary; writing

Wright T. S. (2019). Reading to learn from the start: The power of interactive read-alouds. *American Educator, 42*(4), 4 40. https://files.eric.ed.gov/fulltext/EJ1200226.pdf
This article reports on research-informed strategies to support early literacy through building background knowledge during interactive reading.
keywords: background knowledge; comprehension; vocabulary

UnboundEd. (n.d.). *Building fluency: A guide to grades K-2 ELA standards.*
https://lessons.unbounded.org/content_guides/13/building-fluency-unbound-a-guide-to-grades-k-2-ela-standards
This resource offers instructional strategies to support fluency in the K-2 ELA block.
keywords: fluency (k-2)

UnboundEd. (n.d.). *Building fluency: A guide to grades 3-5 ELA standard*s.
https://lessons.unbounded.org/content_guides/14/building-fluency-unbound-a-guide-to-grades-3-5-ela-standards
This resource offers instructional strategies to support fluency in the 3-5 ELA block.
keywords: fluency (3-5)

UnboundEd. (2016). *K-2 elements of aligned ELA instruction chart.*
https://lessons.unbounded.org/downloads/20619/pdf_proxy/ELA_Grades_K-2_UnboundEd_Reading_Chart.pdf
This document highlights elements of K-2nd grade instruction and supports educators in identifying gaps, strengthening instruction, and improving alignment.
keywords: comprehension; fluency; oral language; phonics; spelling; vocabulary; writing

UnboundEd. (2016). *3-5 elements of aligned ELA instruction chart. https://lessons.unbounded.org/other/8591*
This document highlights elements of 3rd-5th grade instruction and supports educators in identifying gaps, strengthening instruction, and improving alignment.
keywords: comprehension; fluency; oral language; phonics; phonological awareness; vocabulary; writing

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Appendix A

Glossary

Accuracy (as related to reading fluency in WI Act 20) refers to the "ability to recognize and read words correctly" (WI DPI, 2020a, p. 40; WI DPI, 2020b, p. 76).

Alphabetic principle (as related to phonics in WI Act 20) refers to "the concept that letters and letter combinations represent individual phonemes (sounds) in written words" (WI DPI, 2020a, p. 38).

Automaticity (as related to reading fluency in WI Act 20) refers to the ability to decode printed words correctly and at an appropriate rate (WI DPI 2020a, p. 40; WI DPI, 2020b, p.76).

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, 2022, p. 3).

Comprehension refers to "making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility (International Literacy Association, n.d.).

Curriculum refers to a collection of district required instructional materials, activities, and assessments used by educators in order to support students in reaching proficiency in academic standards. A curriculum includes a scope and sequence and/or pacing guide that organizes and groups the academic standards in meaningful ways for teachers and students (WI DPI, n.d.).

Decoding (as related to phonics in WI Act 20) refers to "translating a word from written symbols into speech through blending sounds to make a word" (WI DPI, 2020b, p. 76).

Encoding (as related to phonics in WI Act 20) refers to translating speech sounds into written symbols through using knowledge of sound-symbol correspondences (WI DPI, 2020b, p.76). Encoding also involves "hearing a whole word, matching speech/phoneme to print/grapheme, and writing the whole word, ultimately, with the correct spelling" (WI DPI, 2020b, p. 76).

Evidence-based practices refers to practices, programs, and procedures for teaching literacy that are grounded in research and are in alignment to a school's and district's population and values (WI DPI, 2017).

Explicit instruction refers to the gradual release of responsibility model (GRR). In order to meet the end goal of self-regulated independent practice, teachers use a cycle of clear and memorable teaching and learning including explaining, modeling, and offering guided practice with continuous precise feedback (WI DPI, 2020a).

Fidelity refers to performing in the "manner that the author or publisher of a program or assessment intends" (WI Act 20, Section 16, 2023). WI Act 20 requires that school boards and operators of independent charter schools administer screening and diagnostic assessments with fidelity. Educators also must keep in consideration fidelity to the child. To ensure fidelity to a student, an educator differentiates instruction based on the strengths and needs of individual students.

Funds of knowledge refers to the life experiences, "skills, and learning that have been historically and culturally developed to enable an individual or household to function within a given culture" (WI DPI, n.d., p.2).

High-quality instruction refers to "curricula, teaching practices, and learning environments that are standards-based, evidence-based, engaging, differentiated, culturally responsive, and data driven" (WI DPI, 2017, p. 18).

Identifying phonemes (as related to phonemic awareness in WI Act 20) refers to listening to multiple words and identifying which words have similar beginning, middle, and/or ending sounds (WI DPI, 2020b, p. 82). For example, if an educator shares the words *mix*, *mouth*, *monster*, students should be able to identify that the similar sound in each word is the first sound, /m/.

Instructional materials refer to texts (e.g., books, articles, videos), assessments, and other materials (e.g., graphic organizers) used to support learning. High-quality instructional materials are aligned to standards, are coherent both horizontally across a grade-level and vertically from grade-level to grade-level and offer supports for all students to access and engage with grade-level work. Many sets of standards-aligned, high-quality instructional materials include embedded assessments, supports for students, a scope and sequence, and a pacing guide, and therefore, may be considered curriculum (WI DPI, n.d.).

Isolating phonemes (as related to phonemic awareness in WI Act 20) refers to listening to a spoken word and isolating the first, middle, and/or last phonemes (sounds) (WI DPI, 2020b, p. 83). For example, in the word *ship*, students should be able to identify the first sound in the word as /sh/, the middle sound as /i/, and the last sound as /p/.

Lexical knowledge refers to the knowledge about the use and properties of words (Elman, 2011).

Manipulating (adding, substituting, deleting) phonemes (as related to phonemic awareness in WI Act 20) refers to listening to a spoken word and then changing individual phonemes (sounds) to produce a new word. This includes adding phonemes (e.g., add /th / to *ink* to make *think*), substituting phonemes (e.g., change /r/ in *rope* to /m/ to make *mope)*, or deleting phonemes (e.g., delete /p/ in park to make *ark*) (WI DPI, 2020b, pp. 82-83).

Morphological knowledge refers to awareness of the smallest meaningful units (word parts) in a language (Foorman et al., 2016; Goodwin & Ahn, 2013). For example, one who has strong morphological knowledge recognizes that the meaning of a word can be altered based on adding or taking away base words, prefixes, suffixes, and grammatical inflections.

Onset and rime manipulation (as related to phonological awareness in WI Act 20) refers to changing parts of syllables or monosyllabic words in spoken language. Onset refers to the initial consonant(s) before the vowel in a spoken word such as the sound /cr/ in the word *cream* (WI DPI, 2020a, p. 42; WI DPI, 2020b, p. 82). Rime refers to the end part of a word/syllable including the vowel and the letters that follow such as /eam/ in the word *dream* (WI DPI, 2020a, p. 42; WI DPI, 2020b, p. 82). An example of onset and rime manipulation in the classroom would be to say the word *star* and ask students to say the two parts (onset-/st/; rime-/ar/) slowly in order blend the sounds into the word (WI DPI, 2020b, p. 82).

Oral language development refers to developing a system of words and word combinations to communicate with others through speaking and listening (Foorman et al., 2016; Kosanovich et al., 2020).

Orthographic knowledge (as related to phonics in WI Act 20) refers to the "understanding of how spoken language is represented in print" (Apel et al., 2019).

Phonemes refer to the smallest parts of spoken language that are combined to create words (WI DPI, 2020b).

Phoneme blending (as related to phonemic awareness in WI Act 20) refers to "hearing the sounds in a spoken word, putting the sounds together, and saying the word that is made" (WI DPI, 2020b, p. 83).

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).

Phonemic awareness refers to the skills of "identifying, isolating, blending, segmenting, and manipulating (adding, substituting, deleting) phonemes" (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).

Prosody (as related to reading fluency in WI Act 20) refers to the expression, intonation, and purposeful phrasing used to give meaning to the text (WI DPI, 2020b, p.76).

Reading fluency refers to "reading with accuracy, automaticity, and prosody" (WI DPI, 2020b, p. 76).

Repetition and creation of alliteration (as related to phonological awareness in WI Act 20) refers to "repeating beginning sounds during word play" (WI DPI, 2020b, p. 81).

Rhyme recognition (as related to phonological awareness in WI Act 20) refers to the awareness of words that rhyme and words that do not rhyme (WI DPI, 2020b, p. 81).

Science-based early reading refers to systematic & explicit instruction that consists of at least all of the following: phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, writing, comprehension, vocabulary building, reading fluency (WI Act 20, Section 11, 2023). Science-based reading mandates prompting for phonics when teaching word solving.

Segmenting phonemes (as related to phonemic awareness in WI Act 20) refers to breaking down words into smaller parts. For example, the word *socks* include the following sounds: /s/ /o/ /k/ /s/ (WI DPI, 2020b, p. 83).

Syllable counting or identification (as related to phonological awareness in WI Act 20) refers to "counting each unit of speech organized around a vowel letter" (WI DPI, 2020b, pp. 81-82).

Systematic implementation refers to "programs, practices, roles, and expertise aligned and coordinated into an interdependent whole to ensure every learner benefits equitably from access, opportunity, and support across the school and district" (WI DPI, 2017, p. 21).

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" (WI Act 20, Section 11, 2023).

Vocabulary building to develop lexical and morphological knowledge refers to instruction related to expressive (words said & produced) and receptive vocabulary (words heard & understood) with the purpose of expanding students' knowledge of words and their meanings (Kosanovich, 2020, p. 1; UNESCO, 2020).

Word awareness **(as related to phonological awareness)** refers to recognizing word boundaries. For example, counting the number of words in a phrase or sentence (WI DPI, 2020b, p. 81).

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).