

**Cover Page**



## Gateway Lab School

2501 Centerville Road

Wilmington, Delaware 19808

Phone: 302-633-4091 Fax: 302-633-5680

**Catherine Dolan – Head of School**

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February 22, 2021

To: Delaware Charter School Accountability Committee

From: Gateway Lab School

Subject: Answers and documentation requested by CSAC

Good afternoon,

This letter is sent in response to the questions and additional materials that the members of CSAC requested of Gateway following our initial meeting on February 2, 2021.

Our responses are located below and a zip file of curriculum and additional documents are attached to this email for your review.

Once again, thank you for your thoughtful consideration of our Charter Modification. We are available to answer any additional questions that you may have.

Sincerely

A handwritten signature in blue ink, appearing to read "Catherine Dolan", is written over a horizontal line.

Catherine Dolan  
Head of School

Attachments/pd

### Requests from our Initial Meeting with CSAC

1. Submit evidence of addressing gaps in ELA by addressing the following:
  - a. Anchor texts are high quality and worthy of careful reading.
  - b. Independent texts are high quality and consider a range of independent reading level.  
Please reference pages 2 to 39 of the Wonders' Kindergarten Summary for 1a and 1b.
  - c. CCSS shifts through regular practice with complex text and the academic language; reading, writing and speaking grounded in evidence from the texts; and building knowledge through content.  
Refer to pages 40 to 53 of the Wonders' Kindergarten Summary for 1c.
  - d. Resources and some recommendations on how to help with this are provided below.  
From Mr. Travers, "Regarding 1d, there is nothing for you to do. It references the recommendations in Appendix A."
2. Scope and sequence documents aligned to the CCSS for mathematics, including the content and math practice standards and the instructional shifts for mathematics.  
Refer to documents Math Questions 2 & 3 Part 1
3. Rationale for adoption of "Math in Focus".  
Refer to documents Math Questions 2 & 3 Part 1 & Part 2
4. Evidence of Membership in SSCD or Social Studies Scope and Sequences Documents and Units of Instruction.  
See MOU Letter for Social Studies SY2021
5. Visual and Performing Arts Scope and Sequence Documents.  
Refer to Gateway Scope & Sequence Overview, K-2 Visual Arts Scope and Sequence, and Kindergarten model for music.

## **English Language Arts**



## Wonders - Kindergarten

### McGraw-Hill Education | Kindergarten

#### Alignment: Overall Summary

The materials for Kindergarten meet the expectations of alignment, including instruction and practice to develop skills and understanding. The materials include high quality texts and tasks that support students' development of literacy skills in reading, writing, speaking and listening, and language. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills, although the organization of texts may need revision to support consistent beginning-to-end of year comprehension development. Instruction for foundational skills includes the core components necessary. While many implementation supports are available, the teacher may need to do extra work to assure lessons are implemented with fidelity.

**SEE RATING SCALE**

**UNDERSTANDING GATEWAYS**

**ALIGNMENT** | Meets ExpectationsGateway 1: **TEXT QUALITY****54**

52-58 Meets Expectations  
 28-51 Partially Meets Expectations  
 0-27 Does Not Meet Expectations

Gateway 2: **BUILDING KNOWLEDGE****30**

28-32 Meets Expectations  
 16-27 Partially Meets Expectations  
 0-15 Does Not Meet Expectations

**USABILITY** | Meets ExpectationsGateway 3: **USABILITY****30**

30-34 Meets Expectations  
 24-29 Partially Meets Expectations  
 0-23 Does Not Meet Expectations

## Gateway One Text Quality & Complexity and Alignment to Standards Components Meets Expectations

Wonders 2020 for Kindergarten includes high-quality anchor texts that encompass a broad array of text types and genres placed at the appropriate level of complexity for the grade. Texts are accompanied by a partial text complexity analysis.

The texts partially support students' evolving literacy skills as texts do not grow in complexity over the course of the year. Materials provide both depth and a volume of reading practice.

Text-dependent/specific questions and tasks build within each unit to an integrated, culminating tasks that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts through the implementation of protocols to scaffold conversations as students' oral language skills

grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

Multiple opportunities for explicit instruction in phonemic awareness and phonics are provided, however, there is a missed opportunity to provide whole-group instruction in blending and segmenting onsets and rimes of single-syllable spoken words within Tier II small group instruction. Materials provide explicit instruction in print concepts, text structures, and text features to assist in comprehension of the text. Ample opportunities to write letters and extend handwriting components are included. Students are taught about words that authors use that allow the reader to determine the structure of the text to support their understanding.

There are opportunities for students to learn and practice high-frequency words and build decoding automaticity and fluency throughout the program. Multiple opportunities are provided over the course of the year in core materials for students to engage with decodable readers and to purposefully read emergent-reader texts. Instructional materials provide multiple opportunities for students to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Big Book.

Throughout the program, weekly, month, and quarterly opportunities for assessment of foundational skills are provided to measure mastery and growth of foundational skills with clear and specific supports for student performing below standard. Supports for differentiation of foundational skills are provided throughout all lessons to help students achieve mastery.

#### **CRITERION 1A - 1F**

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

17/20

Wonders 2020 for Kindergarten includes high-quality anchor texts that encompass a broad array of text types and genres. Texts are placed at the appropriate level of complexity for the grade and are accompanied by a partial text complexity analysis that describes the quantitative score and qualitative features as well as the reason for the placement of the texts in the unit.

The texts partially support students' evolving literacy skills as texts do not grow in complexity over the

course of the year. Materials engage students in a broad range of reading opportunities to provide both depth and volume of reading practice to achieve grade-level reading proficiency.

#### INDICATOR 1A

Anchor texts (including read-aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

4/4

The instructional materials reviewed for Kindergarten meet the criteria for anchor texts (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

Kindergarten materials include anchor texts that are of high interest and engaging to students. Many cultures are represented within the anchor texts and are varied within content areas as well. The anchor texts are examined multiple times for multiple purposes and are used to expand topics and essential questions, build vocabulary, and prompt writing.

Texts are of high quality, including rich language and engaging content. Accompanying illustrations are of high quality as well, supporting students' understanding and comprehension of the associated text. Examples of texts that fit this category include, but are not limited to, the following:

- In Unit 1, Week 3, students listen to *Senses at the Sea Shore*, by Shelley Rotner. This is an informational text that is supported by photographs to teach children about the five senses. The author shares information by repeating the use of the five senses in sets of five. The sense word is set in big, bold text, and there is a photo demonstrating the sense being described. The language includes words that students would hear and use in their everyday conversation.
- In Unit 1, Week 4, students listen to *An Orange in January* by Diana Hutts Aston. This is a narrative nonfiction text that has vivid illustrations that detail the journey of an orange from seed to table. It also provides readers with a culturally diverse perspective with images of different types of people.
- In Unit 4, Week 1, students listen to *Whose Shoes? A Shoe for Every Job* by Stephen R. Swinburne. This is an informational text with a clearly stated purpose in the beginning. The book repeats the question: "Whose shoes?" and when the page is turned, the question is answered. Photographs show real people at work which helps children make real-life connections.
- In Unit 4, Week 3, students listen to *Roadwork* by Sally Sutton. This is a nonfiction text about how roads are made. The illustrations support the language and the fonts denote the difference between the content and the sound words (*Thump! Whump!*). Illustrations are bright, colorful, and connect closely to the concept being described.
- In Unit 7, Week 1, students listen to *ZooBorns!* by Andrew Bleiman and Chris Eastland. This informational text shares information about zoo babies from around the world and is clear and concrete. Each new animal is shown with a picture and information. The



information provided includes the animals name and type. The animals are exotic and some of the animal names and information may include words and phrases that are unfamiliar to young learners – e.g. *fennec fox, orangutan, aardvark*.

- In Unit 8, Week 1, students listen to *When Daddy's Truck Picks Me Up* by Jana Novotny Hunter. This text is realistic fiction and the story is told from the little boy's point-of-view which will help students connect with the main character. Rhyme throughout the story makes the text fun and easy to follow. The story includes speech balloons which may be unfamiliar to children.

### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.

4/4

The instructional materials reviewed for Kindergarten meet the criteria for materials reflecting the distribution of text types and genres required by the standards at each grade level. Genres and text types are varied and represented throughout the school year. Texts include a mix of informational and literary texts.

The following are examples of literature found within the instructional materials:

- In Unit 1, Week 1, *What About Bear?* by Suzanne Bloom
- In Unit 2, Week 3, *I Love Bugs!* By Emma Dodd
- In Unit 3, Week 1, *How Do Dinosaurs Go to School?* by Jane Yolen and Mark Teague
- In Unit 5, Week 1, *Tommy* by Gwendolyn Brooks
- In Unit 6, Week 3, *Mack and Ben* by Author Unknown
- In Unit 7, Week 1, *Mischievous Goat* by Author Unknown
- In Unit 8, Week 3, *Bringing Down the Moon* by Jonathan Emmett

The following are examples of informational text found within the instructional materials:

- In Unit 2, Week 1, *The Handiest Things in the World* by Andrew Clements
- In Unit 4, Week 1, *Whose Shoes? A Shoe for Every Job* by Stephen R. Swinburne
- In Unit 5, Week 1, *Growing Plants* by Author Unknown
- In Unit 7, Week 1, *ZooBorns!* by Andrew Bleiman

### INDICATOR 1C

Texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

4/4

The instructional materials reviewed for Kindergarten meet the criteria for texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate

level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

Instructional materials provide opportunities for students to listen to grade-level appropriate texts during Shared Reading and Literature Anthology. Texts included have the appropriate level of complexity based on their quantitative analysis, qualitative analysis, and reader and task.

Texts have the appropriate level of complexity for the grade according to quantitative analysis and relationship to their associated student task and anchor texts are placed at the appropriate grade level. Examples include, but are not limited to:

- In Unit 2, Week 1, Interactive Read Aloud, *Timimoto* by author unknown. This text has a quantitative measure of 580 Lexile. This text is slightly complex because it uses chronological order to tell the tale, making it easy to follow. Some of the vocabulary included in the text increases the complexity including *cradle*, *fetch*, *rumble*.
- In Unit 3, Week 2, Literature Big Book, *How Do Dinosaurs Go To School?* by Jane Yolen. This text has a quantitative measure of 490 Lexile. The knowledge demands are somewhat complex. The structure is moderately complex. Both the language and knowledge demands are slightly complex.
- In Unit 7, Week 1, Literature Big Book, *ZooBorns: Zoo babies from around the World* by Andrew Bleiman. This text has a quantitative measure of 500 Lexile. This informational text has language demands that are complex with domain specific vocabulary present throughout the text. The knowledge demands are high in that children would need domain and background knowledge about the different types of animals.
- In Unit 9, Week 1, Literature Big Book, *Peter's Chair* by Ezra Jack Keats. This text has a quantitative measure of 500 Lexile. The early reading indicators of semantics, structure, syntactic and decoding are all rated as demanding to high demanding for a beginning reader.

#### INDICATOR 1D

Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

214

The instructional materials reviewed for Kindergarten partially meet the criteria for materials supporting students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade-level skills (leveled readers and series of texts should be at a variety of complexity levels).

The materials that students interact with on a daily basis do not increase in complexity throughout the school year to help students develop independence of grade-level skills. While texts that are used for interactive read-alouds are in the appropriate Lexile band for read-alouds, there is minimal increase in

complexity. The same is true for the qualitative features of these interactive read-alouds. They are given complexity levels of slightly complex to somewhat complex throughout the year, with a few reaching moderately complex. The same is true for Shared Reading and Anchor texts. While the quantitative levels are appropriate, the complexity does not grow significantly over the course of the year to help students develop independence of grade-level skills. While students do gain knowledge throughout the year based on the text selections, independently accessing more complex, grade-appropriate books by the end of the year is not available to students.

Interactive Read-Alouds remain around the same Lexile level over the course of the year. The same is true for the qualitative analysis. Specific examples include:

- In Unit 1, Week 1, students hear the fable *The Lion and the Mouse* by Aesop, which has a Lexile of 580 and is considered slightly complex, with the exception of language, which is considered somewhat complex.
- In Unit 3, Week 1, students hear the fable *The Boy who Cried Wolf* by Aesop, which has a Lexile of 480 and is considered slightly complex, with the exception of language, which is considered somewhat complex.
- In Unit 5, Week 2, students hear the fairy tale “The Pine Tree” (no author), which has a Lexile of 650 and is considered slightly complex, with the exception of language, which is considered somewhat complex.
- In Unit 7, Week 2, students hear the Gullah tale “Aunt Nancy” (no author), which has a Lexile of 680 and is considered slightly complex for meaning and structure, but somewhat complex for language and knowledge demands.
- In Unit 9, Week 2, students hear the fable “The Little Red Hen” (no author), which has a Lexile of 580 and is considered slightly complex for all areas of qualitative analysis.

The complexity levels for Shared Reading and the Anchor Text are similar to Interactive Read-Alouds, in that the complexity only increases slightly throughout the year. Examples include:

- In Unit 2, Week 1, students hear the informational text *The Handiest Things in the World* by Andrew Clements, which has a Lexile of 480 and is considered slightly complex, with the exception of language, which is considered moderately complex.
- In Unit 4, Week 1, students hear the informational text *Whose Shoes? A Shoe for Every Job* by Stephen R. Swinburne, which has a Lexile of 280 and is considered slightly complex in all areas.
- In Unit 6, Week 1, students hear the realistic fiction text *Mama, Is It Summer Yet?* by Nikki McClure, which has a Lexile of 330 and is considered slightly complex for language and knowledge demands, but somewhat complex for meaning and structure.
- In Unit 8, Week 3, students hear *Bringing Down the Moon* by Jonathan Emmett, which has a Lexile of 420, which is considered slightly complex for knowledge, somewhat complex for meaning, and moderately complex for structure and language.

#### INDICATOR 1E

Anchor texts (including read-aloud texts in K-2) and series of texts connected to them are accompanied by a text complexity analysis.

1/2

The materials reviewed for Kindergarten partially meet the criteria that anchor texts (including read-

aloud texts in K-2) and the series of texts connected to them are accompanied by a text complexity analysis. Instructional materials include a text complexity analysis for most texts; however, not all texts include a text complexity analysis. Quantitative and qualitative measures are provided in the text notes section. A clear rationale for the purpose and placement for texts chosen for the program is not evident.

Examples include the following, but are not limited to:

- In Unit 1, Week 1, Day 1, Literature Big Book, *What About Bear?* by Suzanne Boom, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:
  - Qualitative Features - Meaning/Purpose - Moderately Complex: The story is about friends playing together and shares the message that all friends can be included and play together. Although the message of inclusion is not explicitly stated, it becomes obvious throughout the story because of the repeated use of the question, “What about Bear?” The story line and animals’ feelings are also clearly displayed in the images and body language/facial expressions of the animal characters – for example, when Bear is sad about being left out, he sits with his back to Fox and Goose.
  - Structure - Moderately Complex: The structure is mostly question and answer. The same question, “What about Bear?” is repeated over and over to draw attention to the friend that is being left out. The repetition of the question creates a pattern in the story that children can follow. The text is color-coded by character which teachers may need to point out (e.g., when Goose talks, the text is blue; when Fox talks, the text is white; when Bear talks, the text is black) and placed near the character that is speaking which is another way that children can follow the story.
  - Language - Slightly Complex: Simple sentences. Words used are words that kindergarten children would use in their day-to-day conversations. Knowledge Demands - Slightly Complex: The theme touches on the social emotional topic of friendship and including all friends during play. This is a topic of interest for young children new to school and navigating new friendships.
  - Quantitative Features: Lexile 170L
  - Reader Consideration: Readers will likely connect with the social side of navigating friendships, and teachers may need to be sensitive to children in the class who struggle with being left out.
  - Task Consideration: The story touches on the social-emotional learning topic of friendship and how to treat friends. Teachers can use this opportunity to talk about how to play with friends, take turns, and be kind to classmates.
- In Unit 5, Week 1, Day 1, Literature Big Book, *My Garden* by Kevin Henkes, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:
  - Qualitative Features - Meaning/Purpose - Moderately Complex: “The shifts between real and make-believe in the beginning and end of the story can be subtle and teachers may need to guide children to notice differences. Although children will likely enjoy all of the imaginative things the girl grows in her garden, young children used to reading informational text may get confused by the approach of this story. Teachers may need to guide children to understand that the book is mostly about a make-believe garden versus facts about a topic.”
  - Structure - Moderately Complex: The author uses ellipses to shift from real to fantasy which may not be immediately clear to young children. Additionally, at the end of the story the shift back to a real garden is subtle and may need to be pointed

- out. The colorful and detailed images help emphasize the main character's imagination and the fantasy genre.
- Language - Slightly Complex: There are some words in the story that will need an explanation/example, such as *lanterns* or *rusty*. Additionally, there are garden-specific words that children may be unfamiliar with such as *morning glories* or *weeds*.
  - Knowledge Demands - Somewhat Complex: Having a clear understanding of the fantasy genre and practice using their imagination will be helpful prior to reading. Additionally, some familiarity about what grows in a garden and how things grow would provide good background knowledge.
  - Quantitative Features: Lexile 570L.
  - Reader Considerations: Familiarity with a garden and how things grow in a garden will be helpful to children who may live in a city or a place without easy access to gardens.
  - Task Considerations: The shifts from real to fantasy and back again are subtle so children may need to hear a few targeted reads.

### INDICATOR 1F

Anchor text(s), including support materials, provide opportunities for students to engage in a range and volume of reading to achieve grade level reading.

2/2

The instructional materials reviewed for Kindergarten meet the criteria that support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.

The materials provide opportunities for students to engage with a range of texts including nonfiction, realistic fiction, poetry and fables throughout the year. Each week, students read many texts about the same topic and interact daily with two to three texts during whole group and small group instruction, including Shared Reading, Paired Selections for small group instruction, Anchor Texts, Interactive Read-Alouds, Leveled Readers, and Literature Big Books. Materials contain lessons and resources for read-alouds, guided reading, and independent reading. In a typical week, it is suggested that on Day 1, 20 minutes should be spent on listening comprehension and 40 minutes for small group instruction. On Day 2, the suggested times are 20 minutes for listening comprehension, 10 minutes for shared reading, and 45 minutes for small group reading. On Day 3, 15 minutes for listening comprehension, 10 minutes for shared reading, and 50 minutes for small group reading is suggested. On Day 4, it is suggested that 20 minutes is spent with the literature big book and the paired selection and 10 minutes of shared reading, before 35 minutes of small group instruction, and on Day 5, 10 minutes of shared reading and 65 minutes of small group instruction.

Instructional materials identify opportunities and supports for students to engage in reading and listening to a variety of texts to become independent readers and comprehenders and engage in a volume of reading as they grow toward reading independence in Kindergarten. Examples include, but are not limited to:

- In Unit 2, Week 2, students engage in reading:
  - Literature Big Book (informational text): *Shapes All Around* by Gare Thompson
  - Shared Reading: “We Like Tam!” (unknown author) and “I Like Sam” (unknown author)
  - Interactive Read-Aloud (informational text): *Kites in Flight* (unknown author)
  - Leveled Readers with Paired Readers: “Shapes!,” “Play with Shapes” and “Use a Shape” (unknown author)
- In Unit 3, Week 2, students engage in reading:
  - Literature Big Book (fiction): *Clang! Clang! Beep! Beep!* by Robert Burleigh
  - Shared Reading: “Nat and Sam” and “Tim and Nan” (unknown author)
  - Interactive Read-Aloud (Brazilian folktale): “The Turtle and the Flute”
  - Paired Selection: “Sounds are Everywhere” (unknown author)
  - Leveled Readers: “City Sounds”, “Farm Sounds” and “A Noisy Night” (unknown author)
- In Unit 4, Week 3, students engage in reading:
  - Literature Big Book (informational text): *Roadwork* by Sally Sutton
  - Shared Reading: “I Can, You Can!” (unknown author)
  - Interactive Read-Aloud (fable): *The Bundle of Sticks* by Aesop
  - Paired Selection (nonfiction): “The Community Garden” (unknown author)
- In Unit 5, Week 1, students engage in reading:
  - Literature Big Book (realistic fiction): *My Garden* by Kevin Henkes
  - Shared Reading: “Hop Can Hop!” (unknown author)
  - Literature Big Books: *Tommy* by Gwendolyn Brooks, *Maytime Magic* by Mabel Watts and *The Seed* by Aileen Fisher
- In Unit 8, Week 3, students engage in reading:
  - Literature Big Book (fantasy): *Bringing Down the Moon* by Jonathan Emmett.
  - Interactive Read Aloud (informational text): “A View from the Moon” (unknown author)
  - Shared Reading: “Up! Up! Up!” (unknown author)
  - Decodable Reader: “Zig-Zag Jet Can Zip” (unknown author)
  - Literature Big Book: “Day and Night Sky” (unknown author)
- In Unit 9, Week 3, students engage in reading:
  - Literature Big Book (informational text): *Bread Comes to Life* by George Levenson
  - Shared Reading: “Look!, A Home!” (no author)
  - Paired Selection: “Nature Artists” (no author)
  - Small Group Texts: “What’s for Breakfast” and “Joke Note” (unknown author)
  - Interactive Read-Aloud (play): *Nature’s Art Fair* (unknown author)
- In Unit 10, Week 1, students engage in reading:
  - Literature Big Book (fantasy): *What’s the Big Idea, Molly* by Valeri Gorbachev
  - Paired Reading: “Better Together” (unknown author)
  - Interactive Read-Aloud (tale): *The Shoemaker and the Elves* by the Grimm Brothers
  - Small Group Texts: “Animal Band”, “We Want Honey” and “A Good Idea” (unknown authors)

**CRITERION 1G - 1N**

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

15/16

Wonders 2020 for Kindergarten includes text-dependent/specific questions and tasks that build to an integrated, culminating tasks that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts through the implementation of protocols to scaffold conversations as students' oral language skills grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

**INDICATOR 1G**

Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

2/2

The materials reviewed for Kindergarten meet the criteria that most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

The materials provide opportunities for students to engage with the texts. Questions and tasks provide opportunities for students to use text-based evidence when answering questions or completing tasks in correlation to the text they are reading or listening to. These opportunities are included in the Literature Big Book, Shared Read, Interactive Read-Aloud, Reading/Writing Companion, and Paired Selections.

Instructional materials include questions, tasks, and assignments that are mainly text-based over the course of a school year. Examples include, but are not limited to:

- In Unit 2 Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *The Handiest Things in the World* by Andrew Clements, the teacher displays and read pages 14-15 aloud. The teacher then asks students the following

questions:

- "What handy tools is the child using in the photographs?"
- What is the child doing with these tools?
- How does the photograph help you understand the information?"
- In Unit 3, Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *How Do Dinosaurs Go to School?* by Jane Yolen and Mark Teague, students listen to the text and the teacher asks the following questions, "How does the teacher feel? How do you know?"
- In Unit 8, Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *When Daddy's Truck Picks Me Up* by Jana Novotny Hunter, the teacher asks the following questions, "What is Daddy doing during this part of the story? What is the boy doing?"
- In, Unit 9, Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *Peter's Chair* by Ezra Jack Keats, Plot, the teacher asks, "What happens in the middle of the story?"

Teacher materials provide support for planning and implementation of text-dependent writing, speaking, and activities. Examples include, but are not limited to:

- In Unit 4, Week 2, Day 2, Teacher Edition, Whole Group, Literature Big Book, Shared Writing, *What Can You Do with a Paleta?* by Carmen Tafolla, as the teacher rereads the story, they share the prompt, "What can you tell about neighbors in this barrio?" The teacher takes notes on an anchor chart with student responses to then support the students in shared writing of a sentence: *The neighbors are \_\_\_\_.*
- In Unit 6, Week 2, Day 3, Reading/Writing Companion, page 38, students write a response to a prompt about the story *Kim and Nan* by author unknown. Students listen to the text and the teacher asks, "What are some things Kim likes to do?" The teacher points out "that the prompt is asking for information about Kim and the things she likes to do." Find Text Evidence Say: "We need to find text evidence, or clues, in the text and pictures to help us answer the prompt. Let's look on page 39. We see a picture of Kim and Nan. The text says that Kim is a kid on the go. That must mean she likes to go places and do fun things." The teacher then continues guiding the children to look for text evidence to use in their writing. Under the section, Write to the Prompt, the teacher guides children to review the text evidence they found and plan their writing in their writer's notebook.
- In Unit 9, Week 3, Day 4, Reading/Writing Companion, pages 69-69, students answer questions such as, "What does the sculptor use to carve a mask? What does the artist use to weave a basket?"

#### INDICATOR 1H

Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

2/2

The materials reviewed for Kindergarten meet the criteria for materials containing sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a



combination).

Throughout the program, the materials contain sets of high-quality sequences of text-based questions and activities that build to a culminating task. In each week of a unit, students are given the opportunity to reflect on their learning from the week. Each week has a final performance task, called the Weekly Wrap-Up. It is designed to help students demonstrate their understanding of the essential question, as well as reflect on what else they would like to learn about the topic. Students complete the Weekly Wrap-Up in their Reading/Writing Companion. This culminating task is the same each week.

Some specific examples of what students learn and how they demonstrate their knowledge of the topic at the end of the week include:

- In Unit 2, Week 3, students learn about bugs and at the end of the week, students write about what they learned during the week. Students begin by reflecting on what they have learned about bugs and then look at a picture of a beekeeper and discuss the bugs they see. Students work with a partner to compare the various selections in their Big Book from the week. Students discuss how the texts are alike and different before completing a Two-Tab Foldable comparing the texts. They are given the sentence frame, "The texts tell about..." and complete the writing assignment independently. Some questions asked of students prior to this task to support them in this culminating task include, "What do the bugs do to the boy? Name some bugs that you have learned about. How will it be able to fly with wet wings?"
- In Unit 3, Week 3, students reflect on the essential question of "What places do you go during the week?" Students begin the culminating task by discussing what they have learned about places in their neighborhood. Students look at a picture in their Reading/Writing Companion and make a connection between the picture and the green grocer in *Please Take Me for a Walk* by Susan Gal. Before completing a Two-Tab Foldable, the teacher asks, "What fruits and vegetables do each sell? What new information did you learn?" Students complete the foldable by working with a partner to compare *Please Take me for a Walk* and "A Neighborhood" (no author) and identify how the two are similar and how they are different. Questions asked of students throughout the week to support the completion of the culminating task include, "Where are the girl and her dad? How does the dog look when the little boy starts crying? What different settings do you see on this page?"
- In Unit 6, Week 2, students learn about weather. On Day 5, students look at a picture in their Reading/Writing Companion and talk to a partner about how the weather in the photo is like the weather in the text, *Rain* by Manya Stolic. Students also discuss how the weather is different. Students complete a task where they compare *Rain* and "Cloud Watch" (no author). The teacher provides some guiding questions about similarities and differences before students complete the Two-Tab Foldable. Students complete the Weekly Wrap-Up independently by identifying what they learned about weather and what else they would like to learn. Some questions that lead students to successfully complete this task throughout the week include, "What type of weather do you see? How do you know? How do you think the girl feels about the weather?"
- In Unit 8, Week 1, students learn about transportation. On Day 5, students reflect on what they learned. They begin by looking at a photo of transportation and discussing which train is from long ago and which train is from today. Students compare the truck in their Big Book to the train in the photos. The teacher guides the students to successfully complete this discussion by asking how the vehicles are similar and different. Students compare *When Daddy's Truck Picks me Up* by Jana Novotny Hunter with "From

Here to There" by *Time for Kids* by completing a Two-Tab Foldable. Students independently return to the essential question and reflect on what they learned and what else they would like to learn. Questions throughout the week to support this culminating task include, "What is Daddy doing during this part of the story? How is Daddy feeling? What happens at the end of the story?"

In addition, after every two units, the program provides a spiral review to review and extend the concepts in the previous two units. Students can reflect on and discuss what they have learned across the units. The format for this review is the same and requires students to demonstrate their knowledge from the previous two units. An example of spiral review follows:

- After Units 3 and 4, students are given three days to review and extend the skills of the units. On Day 1, students review fables and write about the main characters and setting. On Day 2, students focus on nursery rhymes and the events of a story. On Day 3, students connect to the big idea. Students compare books from the texts. Then students discuss some of the people and places in the stories. Finally, students complete the summative assessment, which measures key details, character, setting, and events, and text structure.

#### INDICATOR 11

Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

2/2

The materials reviewed for Kindergarten meet the criteria for materials providing frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

The materials provide students opportunities to engage in evidence-based discussions using academic vocabulary in whole class, small groups, and peer-to-peer. Opportunities are seen throughout the units in the Think-Aloud, Talk About It, Collaborative Conversations, and Vocabulary Picture Cards routines. For example:

- Vocabulary routines are provided on Day 1 of each unit along with visual vocabulary cards. The teacher follows the oral vocabulary routine "define/ask/example" when presenting new vocabulary to students. The students complete the "Talk About It" activity in their Reading/Writing Companion and talk to a partner.
- In Unit 2, Week 1, Day 1, Whole Group, Independent Writing, Write About the Shared Read, students share their final drafts with the class and are encouraged to ask and answer questions about each other's work. A list of Speaking Strategies and Listening Strategies located in a chart in the Teacher Edition contains the following, "SPEAKING STRATEGIES: Speak slowly and clearly. Speak at an appropriate volume. Take turns speaking. LISTENING STRATEGIES: Listen actively and politely. Look at the speaker. Listen quietly when someone is speaking." No further directions are given.
- In Unit 4, Week 1, Day 1, Whole Group, Independent Writing, the teacher is prompted to review the listening and speaking strategies on the page, as needed. The speaking strategies include: "speak slowly and clearly, speak at an appropriate volume, and look at your audience." The listening strategies include: "listen actively and politely, look at the speaker, and wait until the speaker

has finished to ask questions."

- In Unit 5, Week 1, Day 1-5, Whole Group, Listening Comprehension, Literature Big Book, *My Garden* by Kevin Henkes, Academic Vocabulary, Realistic Fiction, on Day 5 with the Weekly Wrap-Up, students return to the genre of realistic fiction. The teacher guides the students to talk about what they have learned and share their ideas with the class. As students engage in discussions, the teacher encourages them to express their thoughts, feelings, and ideas audibly and clearly.
- In Unit 7, Week 3, Day 1, Talk About It, the teacher presents the Collaborative Conversation protocol for asking and answering questions, "Ask questions to clarify ideas they do not understand. Ask for help getting information. Wait after asking a question to give others a chance to think and answer questions with complete ideas, not one-word answers."
- In Unit 8, Week 3, Share and Evaluate, students review their final drafts and then prepare to share by using the Reading/Writing Companion, pages 82-83 Share and Evaluate. Students practice presenting their work and then take turns with a partner. A checklist is provided for Speaking and Listening which allows students to self-evaluate their skills of speaking in a clear and loud voice, using correct grammar, listening carefully and answering questions with detail.

### INDICATOR 1J

Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

2/2

The materials reviewed for Kindergarten meet the criteria for materials supporting students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

The materials provide opportunities for students to partake in listening and speaking activities about what they are reading through responding to evidence-based questions prompted by the teacher, as well as whole group and partner share. Collaborative conversations are encouraged throughout each unit. Students also have opportunities to discuss what they are researching. For example:

- In Unit 1, Week 1, Big Idea, students are asked to, "Say hello to your partner. Talk about each photo. Circle someone in the photo who is trying something new. Talk about what these friends are doing. Retell the story. Talk about ways friends can get along."
- In Unit 2, Week 1, Day 1-5, Whole Group, *The Handiest Things in the World* by Andrew Clements. The teacher uses the Literature Big Book pages to read the text. The teacher asks the students, "What questions do you have?" The teacher encourages students to ask questions to deepen their understanding of the text. The teacher focuses the students' questions on the photograph and text on the page. The teacher asks, "Why would you need to move the dirt around?"
- In Unit 3, Week 3, Day 1, Whole Group, Introduce the Concept, Talk About It, Reading/Writing Companion, students use the photo to discuss rules we follow when we play a sport or game. The students are prompted to use the words *rules* and *cooperate* during the discussion. The students are asked evidence-based questions regarding the photo and then talk with a partner, "speaking clearly and loudly enough for the partner to hear," about the photo.
- In Unit 4, Week 1, Day 5, Whole Group, Independent Writing, the students look over their final drafts and make any changes. The students then practice presenting their writing with partners. Under Evaluate, Research, students discuss and evaluate their own

presentations. The Teacher Edition says the students can complete an online Student Checklist to evaluate their presenting and listening skills. No link was provided for access to the online Student Checklist.

- In Unit 5, Week 1, Day 1-5, Whole Group, *My Garden* by Kevin Henkes, the teacher asks:
  - "What is realistic fiction?"
  - What is real on page 15?
  - What is make-believe?
  - The girl is not imagining anymore. How do you know?
  - Why is she holding a seashell?"
- In Unit 8, Week 3, Day 5: Integrate Ideas, Text Connections, students use page 72 of the Reading/Writing Companion to connect with the essential question. The teacher guides the students to work with a partner to compare two selections they have read this week asking, "How are the texts alike? How are they different? How do they help you answer the Essential Question?" The teacher encourages students to support their ideas with details from the selection.
- In Unit 9, Week 1, Day 1-2, Whole Group, *Peter's Chair*, by Ezra Jack Keats, while reading the text, the teacher asks, "What is the theme?" The teacher then guides the children to cite clues to support their response.
- In Unit 10, Week 3, Day 1, Listening Comprehension, Reading/Writing Companion, students review what they learned about what happens in a panda kindergarten. On page 54 of the Reading/Writing Companion students retell the selection in order, using the retelling cards and the routine as needed. Partners talk about why people care for the panda cubs at Wolong Nature Reserve.

#### INDICATOR 1K

Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

2/2

The materials reviewed for Kindergarten meet the criteria for materials including a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.

Instructional materials provide students with opportunities for students to write daily. For example, on Days 1 and 2, students are active participants in both shared writing and evidence-based independent writing using the texts from the week. On Days 3, 4, and 5, students work through the writing process where they practice application of a writing skill, citing textual evidence, revising, editing, and publishing a piece of writing.

Materials include a mix of both on-demand and process writing that covers a year's worth of instruction. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 4, the materials state, "after children have revised their work, have them edit it carefully, checking for the following:
  - Students edit by making sure that words with *m* are spelled correctly.
  - Students use nouns correctly.

- Students spell high-frequency words correctly.
- Students begin sentences with a capital letter and end with a punctuation mark."
- In Unit 1, Week 2, Day 3, Teacher Edition, Independent Writing, students write about the Shared Read, responding to the prompt, "How are the tiger and the zebra the same?" The teacher provides sentence starters as needed: "The tiger is \_\_\_\_\_." "The zebra is \_\_\_\_\_." "The tiger has \_\_\_\_\_." "The zebra has \_\_\_\_\_."
- In Unit 2, Week 1, Day 1-5, On Day 3, the students write a response to the Shared Read, *Pam Can See*, in their Reading/Writing Companion, page 16. The prompt for students is, "How is the shopping cart a handy tool for Pam and her mother?" The students then write a draft. On Day 4, the students edit their drafts and then on Day 5, the students prepare their final draft and present it to classmates.
- In Unit 3, Week 1, after listening to the story *How Do Dinosaurs Go To School?* by Jane Yolen, students use the Reading/Writing Companion pages 10-11 to respond to the story. Students write about a funny part of the story using the provided sentence starter. Students draw and write about a rule they follow at school. On Day 2, Shared Writing, teacher and students write a new story about a dinosaur in the grocery store. Together, they write two questions about something that a misbehaving dinosaur would do in the grocery store. They then write two sentences about what a well-behaved dinosaur would do. On Day 3, Independent Writing, after reading the story, "Can I Pat It?" by author unknown, students write a new story called "Can I Play With It?" They continue working on this writing task on Day 4 and prepare their final draft to share on Day 5.
- In Unit 4, Reading/Writing Companion, Personal Narrative, students use a multi-day approach to plan, draft, revise and edit, share and evaluate their longer writing piece.
  - Personal Narrative- Student Model, *Yosi's Mystery Trip*, page 74 (Week 2, Day 1)
  - Personal Narrative- Plan, *Think about an event that was special to you*. Students draw and write and then draw again. Pages 76-77 (Week 2, Day 2)
  - Personal Narrative- Draft, *A Trip to the Airport* (student model). Students write in their writer's notebooks. Pages 78-79 (Week 2, Day 3)
  - Personal Narrative- Revise and Edit, *My Mystery Trip* (student model). Students edit the piece looking for complete sentences and adjectives. Pages 80-81 (Week 2, Day 4)
  - Personal Narrative- Share and Evaluate, students use a checklist and a peer conversation to evaluate their writing. Students write to answer the questions, "What did you do well in your writing? What do you need to work on?" (Week 2, Day 5)
- In Unit 5, Week 1, Day 2, Shared Writing, the teacher demonstrates and students compose sentences using a prompt and sentence frames.
  - Prompt- "Let's continue to build an imaginary class garden. What make-believe things would you put in your imaginary garden?"
  - Students use sentence frames: "In our garden there are \_\_\_\_\_. My favorite part of the garden is \_\_\_\_\_. The flowers would \_\_\_\_\_. The vegetables \_\_\_\_\_. There would be \_\_\_\_\_."
- In Unit 7, Week 3, Independent Writing, students can choose from the following writing prompts:
  - "What do you know about places in which animals can live?"
  - "Draw and label and picture in his natural habitat."
  - "Write about a scientist studying an animal and its home."
- In Unit 8, Week 3, Day 1, Reading/Writing Companion, Respond to the Big Book, *Bringing Down the Moon*, by Jonathan Emmett,

students write sentences responding to “Why can’t Mole bring down the moon? Why do you think Mole has not seen the moon before?”

#### INDICATOR 1L

Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

1/2

The materials reviewed for Kindergarten partially meet the criteria for materials providing opportunities for students to address different text types of writing (year-long) that reflect the distribution required by the standards.

Instructional materials provide opportunities for students to write narrative, opinion, and informative writing pieces throughout the year. Each writing lesson has a purpose for writing, a teaching and model section, and examples/rubrics to guide students through shared and independent writing. Materials provide opportunities across the school year for students to learn, practice, and apply different genres/modes of writing; however, the shared writing and independent writing prompts do not reflect the distribution required by the standard. The majority of the writing prompts require students to respond to a prompt about the text, with minimal prompts and lessons on opinion writing. Opinion writing prompts are found as options in small group choice time, but there are minimal explicit lessons, nor do the prompts require students complete the writing task. According to the scope and sequence each unit provides a different genre of writing that is the focus. In Units 1, 3, and 5-10, the focus is narrative writing. Units 2 and 4 focus on informational writing. No units focus on opinion writing.

While narrative writing instruction is a major focus of instruction in kindergarten, there are very few examples of narrative writing found in either shared writing or independent writing. Examples of narrative writing include, but are not limited to:

- In Unit 4, Week 2, students write their own personal narrative. Students begin by drawing a special event from their life before beginning their own narrative.
- In Unit 5, Week 1, students write a story about a make-believe pet, using the Shared Reading, “Hop Can Hop!,” as a model text.
- In Unit 6, students write a realistic fiction story, using their Reading/Writing Companion. Students plan their ideas and characters and then draw their story idea, before drafting their story.
- In Unit 7, Week 2, students write a story about getting a new pet after hearing the text, “I Hug Gus” (unknown author).
- In Unit 10, Week 1, students write a story using the same characters as in “What is the Big Idea, Molly?” (unknown author).

There are minimal examples of opinion writing found in shared writing or independent writing. Opinion writing is not a focus in any of the units according to the Scope and Sequence document. Examples include, but are not limited to:

- In Unit 2, Week 4, students choose a book and write their opinion of the book, expressing what they liked or disliked about it; however, this is part of the Extend Your Learning section in the Reading/Writing Companion, which not all children will complete. This writing prompt is also offered in Units 4, 6, 8, and 10, but no instruction is provided to complete the writing prompt.
- In Unit 10, Week 2, students complete a shared writing after listening to the book, *All Kinds of Families!* The students answer the question, “Why do you think the author includes unusual families like a brush and a comb, fingers and toes, and letters and numbers?”

Informational writing is found throughout the program, both during shared writing and independent writing. Students respond to a prompt about both the Literature Big Book and the Shared Reading and follow the writing process to answer the prompt. Examples of informational writing including, but are not limited to:

- In Unit 1, Week 1, students independently write about how the marbles and the broom are different in the text “I Can” (unknown author).
- In Unit 2, Week 2, students write an expository piece on a topic such as trees, caterpillars, or stars, from the unit. After brainstorming, students draw a picture about the topic, showing one fact, before writing about their topic.
- In Unit 7, Week 1, students write about how the wolf pup and the lion cubs are the same and how they are different.
- In Unit 8, Week 3, students follow the writing process to answer the prompt, “Why does Greg think he is ‘in luck’ in the story “Up! Up!” (unknown author)

#### INDICATOR 1M

Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

2/2

The materials reviewed for Kindergarten meet the criteria for materials including regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

Instructional materials provide opportunities for students to write and support their writing with evidence for the texts that they are reading. During shared writing, students learn and practice new writing skills and how to provide support using evidence from the text. Students also write opinions on books they have chosen to read and use text evidence to explain their opinion.

Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 1, students read *Senses at the Seashore*. A three-step process for writing to a prompt using text evidence is provided. First, teacher and students analyze the prompt, “What do you see in the story?” The teacher models how to look for clues in the text to answer the prompt. Second, the teacher models how to find text evidence. The materials state, “you will look

at illustrations on pages 10-11." Children then discuss important details from the text. Third, students write to the prompt using text evidence they have gathered from the discussion. The materials state, "teacher rereads the prompt and guide children in writing complete sentences about the senses children use at the seashore."

- In Unit 2, Week 2, Days 1-5, *Shapes All Around*, by Gare Thompson, Reading Writing Companion, Shared Writing, students work together to write a response to the prompt, "What shapes does the girl see all around her?" Using text evidence, from pages 18-21 of the text, the teacher rereads the text and takes notes to answer the question. Students form complete sentences to answer the questions and help tell the teacher what to write. On Day 3, students are prompted to write about the text, *We Like Tam!* The prompt is, "How does the class take care of Tam?" The students write a draft that uses clues from the text and illustrations to show how the class members take care of Tam.
- In Unit 5, Week 2, Reading Writing Companion, Read Respond to the Big Book, *A Grand Old Tree* by Mary Newell Depalma, after retelling the nonfiction book, students write an important fact and note the text evidence page.
- In Unit 5, Week 3, Day 1, Teacher's Edition, Listening Comprehension, Literature Big Book, *Bear Snores On* by Karma Wilson, the teacher presents the essential question, "Where do animals live?" Using the Reading Writing Companion, pages 54-55, students respond to the text writing about what the animals did in the bear's den. The teacher models how to find text evidence. Students respond to the sentence starter, "I know this is a fantasy because..." Students use the story to identify something that is make-believe or fantasy. Then students draw a real animal and write about what that animal does in winter.
- In Unit 9, Week 2, Day 1, Listening Comprehension, Literature Big Book, after reading *Hen Hears Gossip* by Megan McDonald, students respond to the text using the Reading Writing Companion. Students write the reason why Hen tries to hear what Cow whispers to pig. The teacher models how to find text evidence. Students then talk about what might happen if people do not listen carefully. Students write their responses on page 33.

## INDICATOR 1N

Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

2/2

The materials reviewed for Kindergarten meet the criteria for materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

Instructional materials provide opportunities for teachers to explicitly teach grammar, language, and handwriting skills and provide guided practice. Materials include multiple opportunities for students to independently practice each new skill. Students have opportunities to practice new skills during whole group and partner share. All grammar and conventions standards are covered over the course of the year and most standards are revisited throughout the year in increasing complexity, such as application to the text. Students have opportunities over the course of the year to apply newly learned skills both in and out of context.



Materials include explicit instruction of all grammar and conventions standards for the grade level. Examples include, but are not limited to:

- Students have opportunities to print many upper- and lowercase letters.
  - In Unit 2, Week 2, Day 1, during Handwriting, the teacher models how to write an uppercase and lowercase t. Students trace both forms of the letter with their index finger. Students identify uppercase and lowercase forms of the letter. Students practice making each form of the letter in the air. Students write the form of each letter with paper and pencil. This is practiced each day for the five-day sequence.
- Students have opportunities to use frequently occurring nouns and verbs.
  - In Unit 1, Week 1, Day 1, Grammar portion of the day, the teacher explains the meaning of a noun, shows photo cards for words that are nouns, and explains how each of the nouns are either a person, place, or thing. Students work together to identify photo cards as either a person, a place, or a thing. The teacher then writes and reads the following sentence aloud: "I share a book." The teacher explains that a book is a noun that names a thing. The students draw pictures of items they share at school and label them with the noun that names the item. The teacher and students review the Shared Writing product and the students identify the nouns that were used. The teacher works with the students to add nouns to their writing.
  - In Unit 2, Week 1, Day 1, during the Grammar portion of the lesson, the teacher claps his/her hands and asks the students to identify what can be done with their hands. The teacher writes the word *clap* and reads it aloud. The teacher explains that the word *clap* is an action word and is something that you can do. The teacher also explains that action words are called *verbs*. The teacher writes and reads *throw*, *wave*, and *point*. The teacher explains that these are action words. Students revisit the Big Book: *The Handiest Things in the World* and identify action words. The teacher tracks the print as she/he reads aloud the sentences and students say *verb* when a verb is read. Students work in partner groups to generate sentences with verbs. The teacher and students revisit the Shared Writing and identify verbs in the writing.
- Students have opportunities to form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - In Unit 6, Week 3, Day 1, during the Grammar portion of the lesson, the teacher reminds students that nouns are naming words, singular nouns name a person, place, or thing, and that plural nouns name more than one person, place, or thing. The teacher explains that most plural nouns are created by adding -s. The teacher then writes the following letters/blends on the board -s, -ss, -sh, -ch, -x, or -z, and explains to children that they should add -es to words with these endings. The teacher writes the following words and reads them aloud: *box, clock, dress, bush, tree*. The teacher asks, "What endings do we need to add to make these words tell about more than one thing?" Students work with a partner to determine if the list of given words need an -s or -es to make the word plural. Students review the Shared Writing piece to identify any plural nouns that were used.
- Students have opportunities to understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - In Unit 3, Week 3, Day 1, during the Grammar portion of the lesson, students work with partners to orally generate question and answer sentences.
  - In Unit 3, Week 3, Day 2, students work with a partner. Each pair has sentence strips that have one of the following words at the beginning of the strip: *Who, What, When, Where, Why, and How*. Students think of a question sentence they can write that starts with the word they were given. Students write and read their sentences as needed. Students who need additional practice may use Practice Book page 152 or online activities.

- Students have opportunities to use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - In Unit 8, Week 1, Day 1, during the Grammar portion of the lesson, the teacher explains that sentences have both a naming part (that tells who or what) and a telling part (tells what happened). The teacher gives a sample sentence, "The boy rides in the truck." The teacher identifies the naming and telling parts of the sentence. The teacher points to the word *in* and explains that there are words that can tell us where or how something happens, such as, *off, on, to, from, in, out, by, and with*. The teacher shares the sentence, "The book is on the table." The teacher underlines the word *on* and explains that *on* tells us where the book is. The teacher then does actions. The students say what the teacher is doing and are guided to use a preposition in the sentence. Students work with a partner to generate sentences using the prepositions *to, from, in, and out*. The students review the Shared Writing to identify any prepositions they may have used and the teacher works with the students to add additional prepositions in their writing. (also in Unit 8, Weeks 2-3, All five days)
- Students have opportunities to produce and expand complete sentences in shared language activities.
  - In Unit 4, Week 1, Day 4, during the Grammar part of the lesson, students work with partners to orally generate sentences with adjectives and are encouraged to use adjectives to describe the kinds of food they like to eat.
  - In Unit 5, Week 1, Day 1, during the Grammar part of the lesson, students work together with partners to orally create sentences with pronouns. Students are encouraged to say two sentences. The first sentence should be the noun and the second sentence should include the pronoun that replaces the noun.
- Students have opportunities to capitalize the first word in a sentence and the pronoun *I*.
  - In Unit 3, Week 1, Day 1, during the Grammar portion of the lesson, the teacher explains that a sentence begins with a capital, or uppercase letter, and ends with an end mark. The teacher displays sentences. The teacher and students work together to identify which are complete sentences. The students identify the uppercase letter and the end mark. The teacher reminds the students that the word *I* is always capitalized. Then the teacher and students work together to make the incomplete sentences complete. The teacher and students work together to review the Shared Writing and to identify the uppercase letters and end marks in the writing. (grammar focus of all 5 days)
- Students have opportunities to recognize and name end punctuation.
  - In Unit 3, Week 3, Day 1, during the Grammar portion of the lesson, the teacher reminds the students that a sentence begins with a capital letter and ends with an end mark. The teacher writes the following sentences, "Who plays baseball? Dan plays baseball." The teacher explains that the first sentence is a question sentence and requires a response and that all question sentences end with a question mark. The teacher explains that the second sentence is a complete sentence because it tells about someone or something doing an action. The teacher reminds students that the sentence begins with a capital letter and ends with a period. The teacher and students review the Shared Writing and identify the capital letters that begin each sentence and the punctuation marks that end each sentence.
- Students have opportunities to spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - In Unit 2, Week 1, Day 4, during the Word Work/Phonics Dictation part of the lesson, the teacher dictates the following sounds for students to spell: /m/, /a/, /s/, and /p/. Students repeat the sound and then write the letter that stands for the sound: /m/, /a/, /s/, and /p/. The teacher then dictates the following words for children to spell: *map, am, Sam, Pam*. The teacher models for students how to segment each word to scaffold the spelling. When students are finished, they write the letters and words to self correct.
  - In Unit 3, Week 3, Day 4, the teacher dictates the following sounds for students to spell: /k/, /n/, /l/, /t/, /p/, /s/, /a/, /m/. The

teacher dictates these words: *cap, can, cat*. The teacher models how to segment each word to scaffold the spelling.

#### **CRITERION 10 - 1T**

Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

22/22

Wonders 2020 for Kindergarten provides multiple opportunities for explicit instruction in phonemic awareness and phonics, however, there is a missed opportunity to provide whole-group instruction in blending and segmenting onsets and rimes of single-syllable spoken words within Tier II small group instruction. Materials provide explicit instruction in print concepts, text structures, and text features to assist in comprehension of the text. Ample opportunities to write letters and extend handwriting components are included. Students are taught about words that authors use that allow the reader to determine the structure of the text to support their understanding.

There are opportunities for students to learn and practice high-frequency words and build decoding automaticity and fluency throughout the program. Multiple opportunities are provided over the course of the year in core materials for students to engage with decodable readers and to purposefully read emergent-reader texts. Instructional materials provide multiple opportunities for students to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Big Book.

Throughout the program, weekly, month, and quarterly opportunities for assessment of foundational skills are provided to measure mastery and growth of foundational skills with clear and specific supports for student performing below standard. Supports for differentiation of foundational skills are provided throughout all lessons to help students achieve mastery.

#### **INDICATOR 10**

Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context.

4/4

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness

(K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.

Kindergarten materials provide multiple opportunities for explicit instruction in phonemic awareness and phonics during the Phonemic Awareness and Word Work portions of the lessons. This includes teacher modeling, guided practice and opportunities for students to practice the skills independently; however, there is a missed opportunity to provide whole-group instruction in blending and segmenting onsets and rimes of single-syllable spoken words within Tier II small group instruction.

Students have frequent and adequate opportunities to learn and understand phonemes (e.g. produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words). Examples include, but are not limited to:

- Students have opportunities to recognize and produce rhyming words.
  - In Unit 0, Week 2, Day 3, during the Phonological Awareness portion of the lesson, the teacher reads the poem aloud two times. The teacher says, "I am going to say three words from the poem: *pan*, *can*, *toss*. Two of those words rhyme. *Pan* and *can* rhyme because they sound alike; they both end with /an/. Listen again: /p/.../an/, /k/.../an/. Now I will say three more words. Tell me which two words rhyme: *pan*, *hot*, *fan*." The teacher guides the students to identify *pan* and *fan*.
  - In Unit 8, Week 2, Day 1, during the Phonological Awareness part of the lesson, the teacher reminds students that rhyming words have the same sound at the end. The teacher explains that words in *You're A Grand Old Flag* have the same ending sounds: *wave/brave*. The teacher then challenges students to generate rhyming words for each of the following words: *cat*, *no*, *pet*.
- Students have opportunities to count, pronounce, blend, and segment syllables in spoken words.
  - In Unit 3, Week 3, Day 1, during the Small Group Differentiated Tier II Instruction, the teacher rereads the poem *To Market, To Market*. The teacher says *market*, separating it into syllables and clapping with each syllable. The teacher asks, "How many parts does *market* have?" The students say *market* with the teacher, listening for two parts. The teacher repeats the routine with *jiggety*, *again*, and *pig*. The teacher asks students to clap out and count the syllables in each word, guiding them as necessary.
  - In Unit 10, Week 3, Lesson 1, the teacher models the use of sound boxes to segment sounds heard in words. "Listen as I say a word: *make*. Say the word with me: *make*. There are three sounds in *make*. Say the sounds in *make* with me: /m/ /ā/ /k/. Let's place a marker for each sound: /m/ /ā/ /k/." The process is repeated for *slide*, /s/ /l/ /ī/ /d/. Students continue to practice this concept with the teacher using nine additional long vowel sound words and sound boxes to slide a chip for each sound heard. Students are asked how many sounds they hear in each word.
  - In Unit 10, Week 2, Lesson 2, the teacher models how to blend sounds in words by saying, "Listen to the sounds in a word: /f/ /ē/ /t/. I can blend those sounds to make the word: /fēēt/, *feet*. Listen as I say more sounds and blend them to make words." Teacher models four additional words provided. Teacher then provides guided practice and says, "Listen to the sounds in a different word: /d/ /ē/ /m/. Let's blend the sounds and say the word together: /dr/ /ē/ /m/, /drēēm/ *dream*." The children listen to the sounds in words, repeat the sounds, and then blend them to say the word. The teacher guides practice and provides corrective feedback as needed. The teacher and students practice an additional nine words blending

together sounds to say the whole word.

- Students have opportunities to blend and segment onsets and rimes of single-syllable spoken words.
  - In Unit 1, Week 3, Day 1, during the Small Group Differentiated Tier II Instruction, the teacher tells the students that the word *see* is made of two parts and that each part has a sound. "I can see the first sound in see: /s/. The second sound is /ē/. Listen as I blend the sounds: /s/ /ē/, see. Listen as I say the sounds in another word: /m/ /ap/, map. Repeat the sounds and the word after I say them again: /m/ /ap/, map." The teacher asks students to blend the onset and rime to form a word.
  - In Unit 4, Week 1, Day 1, during the Small Group Differentiated Tier II Instruction, the teacher rereads the poem *The Firefighters* and models segmenting, and blending onset and rime with the word *truck*. "Listen: /truck/, /tr/ /uk/, truck." The students repeat after the teacher. The teacher repeats the process with *quick*. The students segment and blend other single-syllable words from the poem and from theme-related words: *fire, way, get, job, tool*.
- Students have opportunities to isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
  - In Unit 1, Week 1, Day 1, during the Phonological Awareness portion of the lesson, the teacher introduces initial /m/. The teacher displays the Photo Card for *map*. The teacher tells the students to listen for the /m/ sound at the beginning of the word *map*. The teacher asks the students to say the sound with the teacher: /mmm/. The teacher says, "Map has /m/ at the beginning." The teacher says *mat, men, and mud*, and the students repeat. The teacher emphasizes the phoneme /m/. The teacher plays "My Map," and the students listen for /m/. The teacher instructs the students to listen to the song again and clap when they hear words that begin with /m/. The teacher displays and names *mix, mop, and moth* Photo Cards. The teacher says each picture name with the teacher. The students tell the sound at the beginning of the word. The teacher guides practice and provides corrective feedback as needed. If students need additional practice in isolating initial /m/, they use Practice Book page 40.
  - In Unit 2, Week 1, Day 3, during the Phonemic Awareness portion of the lesson, the teacher displays the *piano* Photo Card and says the word. The teacher explains that *piano* has the /p/ sound at the beginning and demonstrates isolating the sound: /p/, /p/, piano. The students say the sound with the teacher: /p/. The teacher tells the students to listen for the /p/ sound at the end of words. The teacher displays the Photo Card for *map*. The students say the word *map* with the teacher. The teacher explains that *map* has the /p/ sound at the end. The teacher asks students to listen as the teacher says each sound in the word: /m/ /a/ /p/, map. The teacher emphasizes final /p/. The teacher says, "Let's say /p/ because we hear /p/ at the end of map: /p/." The teacher says a list of words and the students repeat. The students say /p/ if they hear /p/ at the end of the word. The teacher guides the students with the first word. The teacher then shows Photo Cards for *bat, doll, mop, nut, sheep, soap, top*. The students say the name of each picture with the teacher. The teacher asks the students to say /p/ if they hear /p/ at the end of the word. The teacher guides the practice and provides corrective feedback as needed. The teacher reviews initial /p/. The teacher plays the song "Polly and Paul Play the Piano." The students clap when they hear initial /p/. The teacher demonstrates as they sing together.
- Students have opportunities to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - In Unit 3, Week 3, Day 5, during the Word Work part of the lesson, the teacher displays Word-Building Cards *c, a, and n* and says, "These are the letters *c, a, and n*. They stand for /k/, /a/, /n/. I will blend /k/, /a/, /n/ together: /kaaann/, can. The word is can." The teacher distributes sets of Word-Building Cards with *c, a, n, p, and t*. The teacher shows how to make the word *can* and has students do the same. The teacher replaces the letter *n* at the end of it with a *p* and has students do the

same. Students change the *p* in *cap* to *t* and read the new word, *cat*, pointing out that by changing one letter we make a new word.

- In Unit 10, Week 3, Day 4, during the Phonemic Awareness portion of the lesson, the teacher explains, "I can change the middle sound in a word to make a new word. Listen to this word: *bake*. *Bake* has the /ā/ sound in the middle. Now listen as I change /ā/ in *bake* to /ī/: *bike*." The teacher repeats with *cone/cane*. The students are guided by the teacher as they work to change sounds to make new words. The teacher provides corrective feedback as needed.

Lessons and activities provide students adequate opportunities to learn grade-level phonics skills while decoding words (e.g. one-to-one correspondences, long and short sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters). Examples include, but are not limited to:

- Students have opportunities to demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - In Unit 3, Week 3, Day 1, during the Phonemic Awareness part of the lesson, the teacher models and introduces initial sound /k/ and displays the *camel* Photo Card. The teacher tells students to listen for the sound at the beginning of *camel* and explains that *camel* has the /k/ sound at the beginning. The teacher says these words and has students repeat: *can, cap, cat*, emphasizing the phoneme /k/. Teacher plays the song "Can Your Camel Do the Can-Can?" and has students listen for the /k/ sound. Students clap when they hear a word that begins with /k/.
  - In Unit 5, Week 1, Day 2, during the Phonics portion of the lesson, the teacher displays the *hippo* Sound-Spelling Card and explains, "This is the letter *h*. The letter *h* stands for the sound /h/ as in the word *hippo*." The teacher displays the *hippo* Sound-Spelling Card and points to the letter *Hh*. Students say the letter name and sound with the teacher. The students listen as the teacher says some words. The teacher asks the students to write the letter *h* on their Response Boards if the word begins with /h/. The teacher works with the students for the first two words.
- Students have opportunities to associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - In Unit 7, Week 1, Day 3, during the Phonics portion of the lesson, the teacher displays the Word-Building Card *u* and says, "This is the letter *u*. The letter *u* can stand for /uu/, the sound you hear at the beginning of *umbrella*. Say the sound with me: /uu/. I will write the letter *u* because *umbrella* has /u/ at the beginning." The teacher repeats the routine using the word *run*. The teacher points out that *run* has /u/ in the middle of the word. The teacher says some words that have the /u/ sound in the middle and some words that do not. Students say /u/ and write the letter *u* on their Response Boards when they hear /u/ in the middle of a word. The teacher guides practice and provides corrective feedback as needed.
  - In Unit 10 Week 2, Day 3, during the Phonics portion of the lesson, the teacher displays Word-Building Card *e*. The teacher explains, "This is the letter *e*. The letter *e* stands for the /ē/ sound. The letters *e\_e* act together to stand for the /ē/ sound. The letters *ee* also stand for /ē/, the sound you hear in the middle of *keep*. Say the sound with me: /ē/. I will write the letters *e, e\_e*, and *ee* because they stand for the /ē/ sound. The teacher says some words that have /ē/ in the middle and some words that do not. Students say /ē/ and write *ee* on their Response Boards when they hear /ē/ in the middle of a word. The teacher guides practice and provides corrective feedback as needed.

- Students have opportunities to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
  - In Unit 4, Week 2, Day 4, during the Phonics portion of the lesson, the teacher displays Word-Building Cards *p*, *a*, *d*, points to the letter *p* and explains, "This is the letter *p*. The letter *p* stands for /p/. Say /p/. This is the letter *a*. The letter *a* stands for /a/. Listen as I blend the two sounds together /paaa/. Say /paaa/. This is the letter *d*. The letter *d* stands for /d/. Listen as I blend the three sounds /paaad/, *pad*. Now you say it. Let's change *p* to *s*." The teacher repeats the routine to blend *sad*. The teacher uses the Word-Building Cards to form *did* and *dad*. Students say the sounds for each letter, blend, and read the words. The students say both words and tell which letters are the same. The teacher asks the students to tell which letters are different. The teacher and students discuss the sounds each letter stands for and how it changes the word. This is repeated with *mad* and *mat*. If students need additional practice identifying the sounds for letters, they use Practice Book page 176.
  - In Unit 7, Week 1, Day 5, in the Teacher Edition, during the Word Word part of the lesson, the teacher models and explains that you can take sounds away from words to make new words. Students listen as the teacher says a word: *neat*. Students listen as the teacher says the word without /n/: *eat*. *Neat* without /n/ is *eat*. The teacher repeats with *Gus* and *us*. Students practice by deleting the initial sound and say the new word. The teacher provides corrective feedback as needed.

Materials have a cohesive sequence of phonemic awareness instruction to build toward application. Examples include, but are not limited to:

- In the Kindergarten Scope and Sequence, the Phonemic Awareness sequence is laid out for each of the units of study. The sequence provides a scaffolded and cohesive sequence of difficulty that spirals Phonemic Awareness skills in each unit:
  - Smart Start: Sentence Segmentation, Recognize Rhyme, Recognize Syllables, Blend Syllables
  - Unit 1: Phoneme Isolation, Phoneme Identity, Phoneme Blending, Phoneme Categorization
  - Unit 2: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Identity, Phoneme Segmentation
  - Unit 3: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization, Phoneme Identify, Phoneme Segmentation
  - Unit 4: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Phoneme Identify
  - Unit 5: Phoneme Isolation, Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Phoneme Addition
  - Unit 6: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, Phoneme Identity, Phoneme Addition
  - Unit 7: Phoneme Isolation, Phoneme Blending, Phoneme Deletion, Phoneme Substitution
  - Unit 8: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition
  - Unit 9: Phoneme Identity, Phoneme Blending, Phoneme Deletion, Phoneme Substitution
  - Unit 10: Phoneme Identity, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation

Materials have a cohesive sequence of phonics instruction to build toward application. Examples include, but are not limited to:

- In the Kindergarten Scope and Sequence, the Phonics focus is listed for each unit of study. The materials begin with consonants and consonant sounds and begin to add in short vowels to allow for work with CVC. The units culminate in long vowel review with magic e.
  - Smart Start: Letter Recognition of all consonants and vowels
  - Unit 1: /m/m, (initial and final), /a/a (initial and final), /s/s (initial)
  - Unit 2: /p/p, (initial and final), /t/t (initial and final), long a (a\_e), review /m/m, /s/s, /p/p, /t/t
  - Unit 3: /i/i (initial and medial), /n/n, /k/c, long i (i\_e)
  - Unit 4: /o/o (initial and medial), /d/d (initial and final), review /i/i, /n/n, /k/c, /o/o, /d/d, /s/s, blends- sn, sp, st
  - Unit 5: /h/h (initial), /e/e (initial and medial), /f/f (initial and final), /r/r (initial)
  - Unit 6: /b/b (initial and final), /l/l (initial), /k/k (initial), /k/ ck (final), review: /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck, blends- bl, cl, fl, sl
  - Unit 7: /u/u (initial and medial), /g/g (initial and final), /w/w (initial), /ks/x (final), /v/v (initial), long u (u\_e)
  - Unit 8: /j/j (initial), /kw/qu (initial), /y/y (initial), /z/z (initial), review: /u/u, /g/g, /w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z, blends with r
  - Unit 9: long o (a\_e), long i (i\_e), long o (i\_e)
  - Unit 10, long u, long e and review five long vowels with magic e

#### INDICATOR 1P

Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).

2/2

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge and directionality, and function (K-1), structures and features of text (1-2).

Kindergarten materials provide explicit instruction in print concepts, text structure, and text features to assist in comprehension of the text. Students are provided ample opportunities to write letters and extend handwriting concepts. Within the Reading/Writing Companion lessons, as well as the Literature Big Book, explicit instruction is provided in the words that authors use that allow the reader to determine the structure of the text which helps students' understanding of the text.

Materials include frequent and adequate lessons and multimodal activities for students to learn how to identify and produce letters. Examples include, but are not limited to:

- In Unit 2, Week 1, Day 1, during the Handwriting portion of the lesson, the teacher explains handwriting cues, "P: Straight down. Go back to the top. Around and in at the dotted line. p: Straight down, past the bottom line. Circle around all the way." The teacher says the cues as students trace both forms of the letter with their index finger and then students identify the uppercase and lowercase forms of the letter. Students write P and p in the air as they say /p/ multiple times. The teacher guides practice and



provides corrective feedback as needed.

- In Unit 4, Week 1, Day 1, during the Handwriting portion of the lesson, the teacher explains handwriting cues as they write and identify the uppercase and lowercase forms of Oo. The teacher traces the letters on the board and in the air. The teacher and the students say the cues together as students trace both forms of the letter with their index finger. The students identify the uppercase and lowercase forms of the letter. The students write O and o in the air as they say /o/ multiple times. Students say /o/ every time they write the letter Oo. The teacher guides practice and provides corrective feedback as needed.

Materials include frequent and adequate tasks and questions about the organization of print concepts (e.g. follow words left to right, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters). Examples include, but are not limited to:

- Students have opportunities to follow words from left to right, top to bottom, and page by page.
  - In Unit 0, Week 1, Day 4, during the Shared Reading portion of the lesson, the teacher reviews book handling by holding the book right-side up and points to the title. The teacher models how the book is right-side up. The teacher turns to page 18 and reads the title aloud and tracks the print.
  - In Unit 4, Week 1, Day 1, during the Literature Big Book portion of the lesson, the teacher displays the Big Book cover and reads the title, subtitle, author and photographer's name aloud. The teacher models directionality and reminds students to read from left to right and top to bottom.
- Students have opportunities to recognize that spoken words are represented in written language by specific sequences of letters.
  - In Unit 0, Week 2, Day 1, during the Write About the Text portion of the lesson, the teacher writes this sentence frame: *Twinkle, twinkle, little star, How I wonder.....*. The teacher models by looking at the poem *Twinkle, Twinkle, Little Star* on pages 14–15 of the *The Big Book of Rhymes* and then fills in the rest of the sentence. The teacher points out the rhyming words *star* and *ore* in the sentence and tracks the print from left to right and reads the sentence aloud. Students look back at the poem and then complete the following frame: *Up above the world so high, Like a diamond in the .....*. Students name the two rhyming words they hear. (*high, sky*) The teacher reminds students to read the words aloud as they track the print from left to right.
  - In Unit 0, Week 3, Day 1, during Write About the Text, the teacher completes a sentence frame, tracks the print from left to right as the sentence is read aloud and reminds students that each group of letters is a word.
- Students have opportunities to understand that words are separated by spaces in print.
  - In Unit 5, Week 1, Day 1, during the Literature Big Book portion of the lesson, the teacher opens the Big Book to pages 4–5. The teacher points to a word and explains that this word is always a capital letter. The teacher then points out the spaces between each word on the page and explains that these spaces make the words easier to read.
  - In Unit 9, Week 2, Day 1, during the Listening Comprehension part of the lesson, the teacher displays page 4 of the Big Book and reads the page aloud, tracking the print with a finger. The teacher frames the first sentence and points out that words are separated by spaces.
- Students have opportunities to recognize and name all upper- and lowercase letters of the alphabet.
  - In Unit 0, Week 2, Day 2, students identify the letters *Kk* and *Ll* on the Alphabet Teaching Poster.
  - In Unit 0, Week 3 Day 1, during the Word Work portion of the lesson, the teacher displays the Teaching Poster and Word-

Building Card *S* and tells students that this is uppercase *S*. The teacher displays Word-Building Card *s* and explains that this is lowercase *s*. The teacher repeats for *Tt*. The teacher models how to match *Ss* and *Tt* on the cards with the letters on pages 22–23 of the Big Book *Animals in the Park*. The teacher holds up each card and students name the letter. The teacher and students sing “The Alphabet Song” and point to each letter on the poster as students join in. If students need additional practice with letter recognition, have them use Practice Book, page 30.

- In Unit 3, Week 3, Day 1, during the Literature Big Book portion of the lesson, the teacher reminds the students that when *I* stands alone it is a word and should always be uppercase. The teacher explains that the *i* in *like* is part of a word so it is lowercase. The students identify other words on page 18 with the letter *i* and tell if it is lowercase or uppercase.

## INDICATOR 1Q

Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

4/4

The materials reviewed for Kindergarten meet the criteria for instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

Instructional materials provide opportunities for students to learn high-frequency words and build decoding automaticity during whole group lessons throughout each unit, week, and lesson of the program. Students have multiple opportunities to practice decoding skills as well as develop fluency. The teacher often models fluent reading with students. Students then are given an opportunity to either chorally, partner, or independently read. Students develop automaticity of grade-level words through multiple reads of decodable readers.

Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts. Examples include, but are not limited to:

- Students have opportunities to read emergent-reader texts with purpose and understanding.
  - In Unit 1, Week 1, Day 2, during Shared Reading, the teacher reminds students that readers ask themselves questions before, during, and after reading to help them understand what they read. Students turn to pages 74–75 and read the title with the teacher. The students look at the photograph and the teacher asks, “What questions do you have before we begin reading the selection?” The teacher encourages students to ask questions to deepen their understanding about the selection.
  - In Unit 9, Week 1, Day 2, during Shared Reading, the teacher sets the purpose for reading *Jake and Dale Help!* The teacher reminds students that asking questions before, during, and after reading can help them understand a text. The teacher says, “As you read, you might ask a question about something you don’t understand. Then you can look for the answer as you continue reading.” Students read the title and look at the picture. The teacher asks, “What do you want to find out in this story?”

Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 3, during Shared Reading, partners practice reading the story *I Can* accurately. Students are encouraged to track the print as they read high-frequency words quickly. Students read the story again, this time focusing on rate, reading a bit more quickly and making the text sound more like speech. Students read *I Can* (pages 1– 6) to practice reading connected text.
- In Unit 4, Week 1, Day 3, during Shared Reading, student partners practice reading the selection *Tom On Top!* accurately. Students track the print as they sound out decodable words and read high-frequency words quickly. Students note punctuation marks to read sentences with the correct tone. Students read the story again, this time focusing on rate, reading a bit more quickly and making the text sound more like speech. The teacher listens in and if students struggle with accuracy, they start again at the beginning of the sentence and correct any errors. If they struggle with rate, the teacher models an appropriate rate and the students repeat.
- In Unit 9, Week 1, Day 2, during Shared Reading, the teacher sets the purpose for reading *Jake and Dale Help!* The teacher models reading with accuracy. The teacher reminds students of the importance of recognizing high-frequency words, as well as decoding words in the text correctly. Students practice reading for accuracy with a partner. The teacher listens in and offers support and corrective feedback.
- Students have opportunities to read and practice high-frequency words. Examples include, but are not limited to:
  - In Unit 1, Week 1, Day 1, during Work Work, the teacher displays the High-Frequency Word Card *the*. The teacher uses the Read/Spell/Write routine to teach the word. The teacher points to and says the word *the*. The teacher says, "This is the word *the*. Say it with me: *the*. The bear is my friend. The word *the* is spelled t-h-e. Spell it with me. Let's write the word in the air as we say each letter: t-h-e." Student partners create simple phrases using the word.
  - In Unit 4, Week 1, Day 3, during Word Work, the teacher displays the High-Frequency Word Card *you*. The teacher reviews the word using the Read/Spell/Write routine. The teacher points to the High-Frequency Word Card *you* and students read it. The teacher repeats with last week's word, *go*. The teacher helps students build fluency with high-frequency words. The teacher writes sentences and students chorally read aloud as the teacher tracks the print. The teacher and students chorally read the Take-Home Book in the Practice Book, pages 169–170. Students reread the book to review high-frequency words and build fluency.
  - In Unit 9, Week 1, Day 4, during Word Work, the teacher says the word *help* and the students write it. The teacher displays the print or digital Visual Vocabulary Card for *help* and uses the Teacher Talk routine. The teacher builds sentences in the pocket chart using the High-Frequency Word Cards. The teacher uses index cards to create punctuation cards. Students chorally read the sentences as the teacher tracks the print and identify the words *help* and *too*. The teacher points out the words *to* and *too* in the second sentence and explains the difference.
- Students have opportunities to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
  - In Unit 2, Week 3, Day 4, during Word Work, the teacher displays Word-Building Cards *p*, *a*, *t* and points to the letter *p*. The teacher explains that this is the letter *p* and it stands for /p/. Students say /p/. The teacher explains that this is the letter *a* and it stands for /a/. The teacher models how to blend the two sounds together: /paaa/ and has students repeat /paaa/. The teacher explains that this is the letter *t* and it stands for /t/. The teacher models how to blend the three sounds: /paaat/, *pat*

- and has students repeat. The teacher changes *p* to *s*. The teacher uses the same routine to blend *sat*. Teacher writes *at*, *sat*, *mat*, *map*, *tap* and has students blend and read the letters to read the words. The teacher points out the words *at* and *sat* and asks students which letters are the same. (*a*, *t*) The teacher asks them how the words are different. (*Sat* has the letter *s*.) The teacher points out that by adding the letter *s*, you can make a new word. “Continue comparing words, noticing how the sounds and letters are the same and how they are different.” The teacher points out that words with the same ending sounds and letters, such as *at*, *sat*, *mat* or *map* and *tap* also rhyme.
- In Unit 7, Week 1, Day 4, during Phonics and Word Work, Whole Group, the teacher provides guided practice by providing students with Word Building Cards a–z. The teacher uses the cards *t*, *u*, and *b* to form the word *tub*. Students use the word cards to build *tub*. The teacher says, “I will change the letter *u* to *a* to make the word *tab*.” The teacher reads aloud the new word. Students continue working with Word Building Cards to make new words. For example, students make the word *bat* and change the vowel to *i* to make the new word *bit*.
  - In Unit 9, Week 3, Day 1, during Word Work, the teacher models that the letters *a* and *e* act as a team to stand for the sound /ā/. The teacher writes *a\_e* to make a column head. The teacher reminds children that the letter *a* can stand for the short /a/ sound. The teacher writes the letter *a* next to the *a\_e* to make a second column head. The teacher writes the following words in a list: *at*, *ate*, *bat*, *cap*, *cape*, *came*, *fan*, *mad*, *made*, *rake*, *Sam*, *same*. The teacher holds up the photo card for *rake* and says, “Here is the picture for a *rake*. *Rake* has the /ā/ sound. Listen, /r/ /āāā/ /k/. When I hear /ā/, I know that the letters *a* and *e* act together to stand for that sound.” The teacher repeats with the letter *a* and *fan*. For guided practice, students sort the remaining words by /a/ and /ā/. Students read the word, say the sound in the middle of the word, and tell under which spelling heading the word should be written.

#### INDICATOR 1R

Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

4/4

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks providing systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

Instructional materials provide multiple opportunities for students to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Big Book. During the Literature Big Book lessons, materials prompt teachers to model foundational skills, as well as fluent reading. Decodable readers provide students with an opportunity to decode words with current and past phonics skills, as well as high-frequency words. Students participate in a Shared Writing activity that allows them to apply phonics skills and high-frequency word practice. Students often respond to a prompt related to the text and sometimes are given a sentence frame to help them begin their writings.

Materials support students’ development to learn grade-level word recognition and analysis skills (e.g.

one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short sounds with common spellings and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks.

Examples include, but are not limited to:

- In Unit 1, Week 3, Day 2, during Build the Concept, the teacher uses the Essential Question chart, the Big Book, and the Weekly Poem to guide children in discussing the Essential Question. The teacher and students say the Weekly Poem together. The teacher reminds students that they will say the word *see* in two parts: /s/ /ē/ and blend the sounds: /sē/, *see*. Teacher directions state, "Have students repeat: /s/ /ē/, /sē/. Tell students that you will say the first part of a word and then the rest of the word. Have them repeat the onset and the rime and then blend them to form a word: /w/ /ent/, *went*; /d/ /ēp/, *deep*; /bl/ /ū/, *blue*; /s/ /ī/, *sigh*; /b/ /ut/, *but*." The teacher then guides practice and provides corrective feedback as needed. If students need additional practice blending onset and rime, they can complete Practice Book page 63.
- In Unit 2, Week 1, Day 2, during Word Work, the teacher places Word-Building Cards *P*, *a*, and *m* in a pocket chart. The teacher points to the letter *P* and says, "This is a capital or uppercase letter *P*. The letter *P* stands for /p/. Say /p/. This is the letter *a*. The letter *a* stands for /a/. Say /a/. This is the letter *m*. The letter *m* stands for /m/. Say /m/. Listen as I blend the sounds together: /paaamm/. Now blend the sounds with me to read the word." The teacher uses Word-Building Cards and writes the word *map*. The teacher points to the letter *m* and students say the sound. This is repeated with the letters *a* and *p*. The teacher tracks with a finger from left to right under the word and students blend sounds to read *map*. The teacher guides practice and provides corrective feedback as needed. During the Reading/Writing Companion portion of the lesson, students read *Pam Can See*. Students decode words that contain *m*, *a*, and *p*.
- In Unit 6, Week 1, Day 2, during Word Work, students practice blending sounds to make words. The teacher models placing Word-Building Cards *b*, *e*, and *d* in a pocket chart. The teacher points to the letter *b* and says, "This is the letter *b*. The letter *b* stands for /b/. Say /b/. This is the letter *e*. The letter *e* stands for /e/. Say /e/. This is the letter *d*. The letter *d* stands for /d/. Say /d/. Listen as I blend the three sounds together: /beeed/, *bed*. Let's blend the sounds to read the word." The teacher changes the Word-Building Cards to *bet*.
- In Unit 9, Week 3, Day 3, during Word Work, the teacher displays Word-Building Cards *h*, *o*, *m*, *e*. The teacher says, "This is the letter *h*. It stands for /h/. These are the letters *o* and *e*. They act together as a team to stand for /ō/. This is the letter *m*. It stands for /m/. Let's blend the sounds together: /h/ /ō/ /m/, /hhhōōmmm/. The word is *home*." The teacher repeats with *hole* and *hope*. The teacher writes the following words: *code*, *so*, *hose*, *go*, *rope*, *joke*, *note*, *spoke*. Students read each word, blending the sounds. The teacher guides practice with the first word. The teacher writes these sentences and prompts students to read the connected text, sounding out the decodable words: *We can go to vote. I hope I can get a cone*. During the Shared Reading portion of the lesson, the students reread *Look! A Home!*

Materials provide frequent opportunities to read high-frequency words in connected text and tasks.

Examples include, but are not limited to:

- In Unit 2, Week 1, Day 1, during Word Work, the teacher displays page 22 of the Big Book, *The Handiest Things in the World*, and reads the sentence, "Flap a hand to make a breeze," pointing out the high-frequency word *a*. The teacher then uses the High-

Frequency Word Card *a* with the Read/Spell/Write routine to teach the word.

- "Read: Point to the word *a* and say the word. This is the word *a*. Say it with me: *a*. I see a rainbow.
  - Spell: The word *a* is spelled *a*. *A* is a word with just one letter. Let's read and spell it together.
  - Write: Let's write the word in the air as we say each letter: we write it: *a*.
  - Point out to children that the word *a* has a different sound from the /a/ sound in the word *am*.
  - Partners create sentences using the word."
- In Unit 5, Week 2, Day 3, during Word Work, the teacher writes the following sentences and students chorally read as the teacher tracks the print. This is repeated several times.
    - "We are in the den.
    - Ted and Sam are like you.
    - Pam and Tim are in.
    - You are in the pen."

The teacher distributes Practice Book pages 223–224 and helps students assemble their Take-Home Books. The students chorally read the Take-Home Book with the teacher. The students reread the book to review high-frequency words and build fluency.

- In Unit 9, Week 2, Day 3, during Word Work, the teacher displays the High-Frequency Word Card *play*. The teacher reviews the word using the Read/Spell/Write routine. The teacher repeats the routine, using the word *has*. The teacher points to the High-Frequency Word Card *play* and students read it. The teacher repeats with *has*, *help*, and *too*. The teacher writes the following sentences and students read them aloud several times.
  - "He has a bike.
  - She can play with the cat.
  - I like to play.
  - Can the dog play with him?"

The teacher distributes Practice Book pages 405–406 and students assemble their Take-Home Books. The students and teacher chorally read each Take-Home Book. Students read the books again to practice fluency. During the Shared Read, the teacher and students read *We Can Play*.

Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. Examples include, but are not limited to:

- In Unit 2, Week 3, Day 2, during the Shared Writing part of the lesson, the teacher explains to students that they will work together to write a response to a question or a prompt. The teacher reads the prompt aloud, "How are the words on some pages different from most books? Why do you think the author chose to place them this way? To respond to this prompt, we will reread parts of *I Love Bugs!* and look for words that are placed in interesting ways." If needed, the teacher models completing this sentence frame: *On pages \_\_\_\_\_, the words \_\_\_\_\_.* Then they continue with the following sentence frames, sharing the pen as children suggest how to complete them: *Some words are different because \_\_\_\_\_.* *The author wants to make the words look like \_\_\_\_\_.*

The teacher reads the final responses while tracking the print.

- In Unit 3, Week 1, Day 4, during Independent Writing, students edit and proofread their writing. As students edit their work, they check for the following:
  - Complete sentences are formed, and sentences start with a capital letter and end with a punctuation mark.
  - Words with /i/ i are spelled correctly.
  - High-frequency words are spelled correctly.

If students need additional practice with editing and proofreading, they use Practice Book page 126. Partners exchange drafts and take turns reviewing them for each point above. Partners discuss and fix errors together.

- In Unit 7, Week 2, Day 4, during Independent Writing, students edit and proofread their writing. As students edit their work they are checking for the following:
  - Verbs are used correctly.
  - Words with /g/ g and /w/ w are spelled correctly.
  - High-frequency words are spelled correctly.
  - All sentences end with an appropriate punctuation mark.

If students need additional practice with editing and proofreading, they use Practice Book page 314. Next, partners exchange drafts and take turns reviewing them for each point listed above. Partners discuss and fix errors together.

#### INDICATOR 1S

Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

4/4

The materials reviewed for Kindergarten meet the criteria that materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

Instructional materials provide opportunities throughout the entire program on a weekly, monthly, and quarterly basis to assess students' mastery of foundational skills and to progress monitor student growth. Students are assessed at the end of each unit using a summative unit assessment of designated skills taught during that unit that include phonics, phonemic awareness, comprehension, and fluency. Teachers are provided with guidance on how to use the data from the assessment to provide flexible grouping and differentiated learning experiences. Teachers are instructed to use running records every four to six weeks to monitor students' word reading fluency and application of

decoding skills. Teachers are also provided a detailed assessment guide that describes the purposes and uses of all assessments in the program that are available to determine student proficiency.

Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Examples include, but are not limited to:

- In Placement and Diagnostic Assessment, page xvii, the materials explain that beyond the initial placement of students into the appropriate *Wonders* level of materials, students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace. The program suggests that teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks. A chart is provided for general testing scheduling guide.
- In Unit 2, Week 4, Day 3, Summative Assessment, the teacher administers the summative assessment that assesses the following skills taught throughout Units 1 and 2:
  - High-frequency words: *the, we, see, a, like*
  - Phonemic Awareness: phoneme isolation, phoneme blending, phoneme segmentation
  - Phonics: /p/-initial and final, /t/-initial and final
  - Fluency: Assess fluency using the Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Sight Word Fluency (SWF) assessments in *Fluency Assessment*.
  - Running Records: Use the instructional reading level determined by the Running Record Calculations for regrouping decisions.
- In Unit 4, Week 4, Day 3, Summative Assessment, the teacher administers the Unit 3 and 4 Summative Assessment which assesses:
  - HFW: *to, and, go, you, do*
  - Phonemic Awareness: phoneme isolation, phoneme blending, phoneme categorization, phoneme segmentation, and phoneme identity
  - Phonics: /i/i-initial/medial; /n/n-initial/final; /k/c-initial; /o/o-initial/medial; /d/d-initial/final; s-blends-*sn, sp, st*
  - Fluency: Assess fluency using the Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Sight Word Fluency (SWF) assessments in *Fluency Assessment*.
  - Running Records: Use the instructional reading level determined by the Running Record Calculations for regrouping decisions.
- In Unit 9, Week 3, Lesson 5, teachers are provided a progress monitoring assessment to informally assess foundational skills. Informally assessed skills include: Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution, long o: o\_e, high-frequency words *where* and *look*.

Assessment materials provide teachers and students with information on students' current skills/level of understanding. Examples include, but are not limited to:

- In Placement and Diagnostic Assessment, pages viii and ix, the materials explain how to group students based on students' results



**English Language Arts :: Kindergarten Alignment Summary Part 1**



## Wonders - Kindergarten

### McGraw-Hill Education | Kindergarten

#### Alignment: Overall Summary

The materials for Kindergarten meet the expectations of alignment, including instruction and practice to develop skills and understanding. The materials include high quality texts and tasks that support students' development of literacy skills in reading, writing, speaking and listening, and language. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills, although the organization of texts may need revision to support consistent beginning-to-end of year comprehension development. Instruction for foundational skills includes the core components necessary. While many implementation supports are available, the teacher may need to do extra work to assure lessons are implemented with fidelity.

**SEE RATING SCALE**

**UNDERSTANDING GATEWAYS**

**ALIGNMENT** | Meets ExpectationsGateway 1: **TEXT QUALITY****54**

**52-58** Meets Expectations  
**28-51** Partially Meets Expectations  
**0-27** Does Not Meet Expectations

Gateway 2: **BUILDING KNOWLEDGE****30**

**28-32** Meets Expectations  
**16-27** Partially Meets Expectations  
**0-15** Does Not Meet Expectations

**USABILITY** | Meets ExpectationsGateway 3: **USABILITY****30**

**30-34** Meets Expectations  
**24-29** Partially Meets Expectations  
**0-23** Does Not Meet Expectations

## Gateway One Text Quality & Complexity and Alignment to Standards Components Meets Expectations

Wonders 2020 for Kindergarten includes high-quality anchor texts that encompass a broad array of text types and genres placed at the appropriate level of complexity for the grade. Texts are accompanied by a partial text complexity analysis.

The texts partially support students' evolving literacy skills as texts do not grow in complexity over the course of the year. Materials provide both depth and a volume of reading practice.

Text-dependent/specific questions and tasks build within each unit to an integrated, culminating tasks that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts through the implementation of protocols to scaffold conversations as students' oral language skills

grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

Multiple opportunities for explicit instruction in phonemic awareness and phonics are provided, however, there is a missed opportunity to provide whole-group instruction in blending and segmenting onsets and rimes of single-syllable spoken words within Tier II small group instruction. Materials provide explicit instruction in print concepts, text structures, and text features to assist in comprehension of the text. Ample opportunities to write letters and extend handwriting components are included. Students are taught about words that authors use that allow the reader to determine the structure of the text to support their understanding.

There are opportunities for students to learn and practice high-frequency words and build decoding automaticity and fluency throughout the program. Multiple opportunities are provided over the course of the year in core materials for students to engage with decodable readers and to purposefully read emergent-reader texts. Instructional materials provide multiple opportunities for students to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Big Book.

Throughout the program, weekly, month, and quarterly opportunities for assessment of foundational skills are provided to measure mastery and growth of foundational skills with clear and specific supports for student performing below standard. Supports for differentiation of foundational skills are provided throughout all lessons to help students achieve mastery.

#### **CRITERION 1A - 1F**

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

17/20

Wonders 2020 for Kindergarten includes high-quality anchor texts that encompass a broad array of text types and genres. Texts are placed at the appropriate level of complexity for the grade and are accompanied by a partial text complexity analysis that describes the quantitative score and qualitative features as well as the reason for the placement of the texts in the unit.

The texts partially support students' evolving literacy skills as texts do not grow in complexity over the

course of the year. Materials engage students in a broad range of reading opportunities to provide both depth and volume of reading practice to achieve grade-level reading proficiency.

#### INDICATOR 1A

Anchor texts (including read-aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

4/4

The instructional materials reviewed for Kindergarten meet the criteria for anchor texts (including read aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

Kindergarten materials include anchor texts that are of high interest and engaging to students. Many cultures are represented within the anchor texts and are varied within content areas as well. The anchor texts are examined multiple times for multiple purposes and are used to expand topics and essential questions, build vocabulary, and prompt writing.

Texts are of high quality, including rich language and engaging content. Accompanying illustrations are of high quality as well, supporting students' understanding and comprehension of the associated text. Examples of texts that fit this category include, but are not limited to, the following:

- In Unit 1, Week 3, students listen to *Senses at the Sea Shore*, by Shelley Rotner. This is an informational text that is supported by photographs to teach children about the five senses. The author shares information by repeating the use of the five senses in sets of five. The sense word is set in big, bold text, and there is a photo demonstrating the sense being described. The language includes words that students would hear and use in their everyday conversation.
- In Unit 1, Week 4, students listen to *An Orange in January* by Diana Hutts Aston. This is a narrative nonfiction text that has vivid illustrations that detail the journey of an orange from seed to table. It also provides readers with a culturally diverse perspective with images of different types of people.
- In Unit 4, Week 1, students listen to *Whose Shoes? A Shoe for Every Job* by Stephen R. Swinburne. This is an informational text with a clearly stated purpose in the beginning. The book repeats the question: "Whose shoes?" and when the page is turned, the question is answered. Photographs show real people at work which helps children make real-life connections.
- In Unit 4, Week 3, students listen to *Roadwork* by Sally Sutton. This is a nonfiction text about how roads are made. The illustrations support the language and the fonts denote the difference between the content and the sound words (*Thump! Whump!*). Illustrations are bright, colorful, and connect closely to the concept being described.
- In Unit 7, Week 1, students listen to *ZooBorns!* by Andrew Bleiman and Chris Eastland. This informational text shares information about zoo babies from around the world and is clear and concrete. Each new animal is shown with a picture and information. The

information provided includes the animals name and type. The animals are exotic and some of the animal names and information may include words and phrases that are unfamiliar to young learners – e.g. *fennec fox, orangutan, aardvark*.

- In Unit 8, Week 1, students listen to *When Daddy's Truck Picks Me Up* by Jana Novotny Hunter. This text is realistic fiction and the story is told from the little boy's point-of-view which will help students connect with the main character. Rhyme throughout the story makes the text fun and easy to follow. The story includes speech balloons which may be unfamiliar to children.

### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.

4/4

The instructional materials reviewed for Kindergarten meet the criteria for materials reflecting the distribution of text types and genres required by the standards at each grade level. Genres and text types are varied and represented throughout the school year. Texts include a mix of informational and literary texts.

The following are examples of literature found within the instructional materials:

- In Unit 1, Week 1, *What About Bear?* by Suzanne Bloom
- In Unit 2, Week 3, *I Love Bugs!* By Emma Dodd
- In Unit 3, Week 1, *How Do Dinosaurs Go to School?* by Jane Yolen and Mark Teague
- In Unit 5, Week 1, *Tommy* by Gwendolyn Brooks
- In Unit 6, Week 3, *Mack and Ben* by Author Unknown
- In Unit 7, Week 1, *Mischievous Goat* by Author Unknown
- In Unit 8, Week 3, *Bringing Down the Moon* by Jonathan Emmett

The following are examples of informational text found within the instructional materials:

- In Unit 2, Week 1, *The Handiest Things in the World* by Andrew Clements
- In Unit 4, Week 1, *Whose Shoes? A Shoe for Every Job* by Stephen R. Swinburne
- In Unit 5, Week 1, *Growing Plants* by Author Unknown
- In Unit 7, Week 1, *ZooBorns!* by Andrew Bleiman

### INDICATOR 1C

Texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

4/4

The instructional materials reviewed for Kindergarten meet the criteria for texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate

level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

Instructional materials provide opportunities for students to listen to grade-level appropriate texts during Shared Reading and Literature Anthology. Texts included have the appropriate level of complexity based on their quantitative analysis, qualitative analysis, and reader and task.

Texts have the appropriate level of complexity for the grade according to quantitative analysis and relationship to their associated student task and anchor texts are placed at the appropriate grade level. Examples include, but are not limited to:

- In Unit 2, Week 1, Interactive Read Aloud, *Timimoto* by author unknown. This text has a quantitative measure of 580 Lexile. This text is slightly complex because it uses chronological order to tell the tale, making it easy to follow. Some of the vocabulary included in the text increases the complexity including *cradle*, *fetch*, *rumble*.
- In Unit 3, Week 2, Literature Big Book, *How Do Dinosaurs Go To School?* by Jane Yolen. This text has a quantitative measure of 490 Lexile. The knowledge demands are somewhat complex. The structure is moderately complex. Both the language and knowledge demands are slightly complex.
- In Unit 7, Week 1, Literature Big Book, *ZooBorns: Zoo babies from around the World* by Andrew Bleiman. This text has a quantitative measure of 500 Lexile. This informational text has language demands that are complex with domain specific vocabulary present throughout the text. The knowledge demands are high in that children would need domain and background knowledge about the different types of animals.
- In Unit 9, Week 1, Literature Big Book, *Peter's Chair* by Ezra Jack Keats. This text has a quantitative measure of 500 Lexile. The early reading indicators of semantics, structure, syntactic and decoding are all rated as demanding to high demanding for a beginning reader.

#### INDICATOR 1D

Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

214

The instructional materials reviewed for Kindergarten partially meet the criteria for materials supporting students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade-level skills (leveled readers and series of texts should be at a variety of complexity levels).

The materials that students interact with on a daily basis do not increase in complexity throughout the school year to help students develop independence of grade-level skills. While texts that are used for interactive read-alouds are in the appropriate Lexile band for read-alouds, there is minimal increase in

complexity. The same is true for the qualitative features of these interactive read-alouds. They are given complexity levels of slightly complex to somewhat complex throughout the year, with a few reaching moderately complex. The same is true for Shared Reading and Anchor texts. While the quantitative levels are appropriate, the complexity does not grow significantly over the course of the year to help students develop independence of grade-level skills. While students do gain knowledge throughout the year based on the text selections, independently accessing more complex, grade-appropriate books by the end of the year is not available to students.

Interactive Read-Alouds remain around the same Lexile level over the course of the year. The same is true for the qualitative analysis. Specific examples include:

- In Unit 1, Week 1, students hear the fable *The Lion and the Mouse* by Aesop, which has a Lexile of 580 and is considered slightly complex, with the exception of language, which is considered somewhat complex.
- In Unit 3, Week 1, students hear the fable *The Boy who Cried Wolf* by Aesop, which has a Lexile of 480 and is considered slightly complex, with the exception of language, which is considered somewhat complex.
- In Unit 5, Week 2, students hear the fairy tale “The Pine Tree” (no author), which has a Lexile of 650 and is considered slightly complex, with the exception of language, which is considered somewhat complex.
- In Unit 7, Week 2, students hear the Gullah tale “Aunt Nancy” (no author), which has a Lexile of 680 and is considered slightly complex for meaning and structure, but somewhat complex for language and knowledge demands.
- In Unit 9, Week 2, students hear the fable “The Little Red Hen” (no author), which has a Lexile of 580 and is considered slightly complex for all areas of qualitative analysis.

The complexity levels for Shared Reading and the Anchor Text are similar to Interactive Read-Alouds, in that the complexity only increases slightly throughout the year. Examples include:

- In Unit 2, Week 1, students hear the informational text *The Handiest Things in the World* by Andrew Clements, which has a Lexile of 480 and is considered slightly complex, with the exception of language, which is considered moderately complex.
- In Unit 4, Week 1, students hear the informational text *Whose Shoes? A Shoe for Every Job* by Stephen R. Swinburne, which has a Lexile of 280 and is considered slightly complex in all areas.
- In Unit 6, Week 1, students hear the realistic fiction text *Mama, Is It Summer Yet?* by Nikki McClure, which has a Lexile of 330 and is considered slightly complex for language and knowledge demands, but somewhat complex for meaning and structure.
- In Unit 8, Week 3, students hear *Bringing Down the Moon* by Jonathan Emmett, which has a Lexile of 420, which is considered slightly complex for knowledge, somewhat complex for meaning, and moderately complex for structure and language.

#### INDICATOR 1E

Anchor texts (including read-aloud texts in K-2) and series of texts connected to them are accompanied by a text complexity analysis.

1/2

The materials reviewed for Kindergarten partially meet the criteria that anchor texts (including read-



aloud texts in K-2) and the series of texts connected to them are accompanied by a text complexity analysis. Instructional materials include a text complexity analysis for most texts; however, not all texts include a text complexity analysis. Quantitative and qualitative measures are provided in the text notes section. A clear rationale for the purpose and placement for texts chosen for the program is not evident.

Examples include the following, but are not limited to:

- In Unit 1, Week 1, Day 1, Literature Big Book, *What About Bear?* by Suzanne Boom, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:
  - Qualitative Features - Meaning/Purpose - Moderately Complex: The story is about friends playing together and shares the message that all friends can be included and play together. Although the message of inclusion is not explicitly stated, it becomes obvious throughout the story because of the repeated use of the question, “What about Bear?” The story line and animals’ feelings are also clearly displayed in the images and body language/facial expressions of the animal characters – for example, when Bear is sad about being left out, he sits with his back to Fox and Goose.
  - Structure - Moderately Complex: The structure is mostly question and answer. The same question, “What about Bear?” is repeated over and over to draw attention to the friend that is being left out. The repetition of the question creates a pattern in the story that children can follow. The text is color-coded by character which teachers may need to point out (e.g., when Goose talks, the text is blue; when Fox talks, the text is white; when Bear talks, the text is black) and placed near the character that is speaking which is another way that children can follow the story.
  - Language - Slightly Complex: Simple sentences. Words used are words that kindergarten children would use in their day-to-day conversations. Knowledge Demands - Slightly Complex: The theme touches on the social emotional topic of friendship and including all friends during play. This is a topic of interest for young children new to school and navigating new friendships.
  - Quantitative Features: Lexile 170L
  - Reader Consideration: Readers will likely connect with the social side of navigating friendships, and teachers may need to be sensitive to children in the class who struggle with being left out.
  - Task Consideration: The story touches on the social-emotional learning topic of friendship and how to treat friends. Teachers can use this opportunity to talk about how to play with friends, take turns, and be kind to classmates.
- In Unit 5, Week 1, Day 1, Literature Big Book, *My Garden* by Kevin Henkes, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:
  - Qualitative Features - Meaning/Purpose - Moderately Complex: “The shifts between real and make-believe in the beginning and end of the story can be subtle and teachers may need to guide children to notice differences. Although children will likely enjoy all of the imaginative things the girl grows in her garden, young children used to reading informational text may get confused by the approach of this story. Teachers may need to guide children to understand that the book is mostly about a make-believe garden versus facts about a topic.”
  - Structure - Moderately Complex: The author uses ellipses to shift from real to fantasy which may not be immediately clear to young children. Additionally, at the end of the story the shift back to a real garden is subtle and may need to be pointed

- out. The colorful and detailed images help emphasize the main character's imagination and the fantasy genre.
- Language - Slightly Complex: There are some words in the story that will need an explanation/example, such as *lanterns* or *rusty*. Additionally, there are garden-specific words that children may be unfamiliar with such as *morning glories* or *weeds*.
  - Knowledge Demands - Somewhat Complex: Having a clear understanding of the fantasy genre and practice using their imagination will be helpful prior to reading. Additionally, some familiarity about what grows in a garden and how things grow would provide good background knowledge.
  - Quantitative Features: Lexile 570L.
  - Reader Considerations: Familiarity with a garden and how things grow in a garden will be helpful to children who may live in a city or a place without easy access to gardens.
  - Task Considerations: The shifts from real to fantasy and back again are subtle so children may need to hear a few targeted reads.

### INDICATOR 1F

Anchor text(s), including support materials, provide opportunities for students to engage in a range and volume of reading to achieve grade level reading.

2/2

The instructional materials reviewed for Kindergarten meet the criteria that support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.

The materials provide opportunities for students to engage with a range of texts including nonfiction, realistic fiction, poetry and fables throughout the year. Each week, students read many texts about the same topic and interact daily with two to three texts during whole group and small group instruction, including Shared Reading, Paired Selections for small group instruction, Anchor Texts, Interactive Read-Alouds, Leveled Readers, and Literature Big Books. Materials contain lessons and resources for read-alouds, guided reading, and independent reading. In a typical week, it is suggested that on Day 1, 20 minutes should be spent on listening comprehension and 40 minutes for small group instruction. On Day 2, the suggested times are 20 minutes for listening comprehension, 10 minutes for shared reading, and 45 minutes for small group reading. On Day 3, 15 minutes for listening comprehension, 10 minutes for shared reading, and 50 minutes for small group reading is suggested. On Day 4, it is suggested that 20 minutes is spent with the literature big book and the paired selection and 10 minutes of shared reading, before 35 minutes of small group instruction, and on Day 5, 10 minutes of shared reading and 65 minutes of small group instruction.

Instructional materials identify opportunities and supports for students to engage in reading and listening to a variety of texts to become independent readers and comprehenders and engage in a volume of reading as they grow toward reading independence in Kindergarten. Examples include, but are not limited to:

- In Unit 2, Week 2, students engage in reading:
  - Literature Big Book (informational text): *Shapes All Around* by Gare Thompson
  - Shared Reading: “We Like Tam!” (unknown author) and “I Like Sam” (unknown author)
  - Interactive Read-Aloud (informational text): *Kites in Flight* (unknown author)
  - Leveled Readers with Paired Readers: “Shapes!,” “Play with Shapes” and “Use a Shape” (unknown author)
- In Unit 3, Week 2, students engage in reading:
  - Literature Big Book (fiction): *Clang! Clang! Beep! Beep!* by Robert Burleigh
  - Shared Reading: “Nat and Sam” and “Tim and Nan” (unknown author)
  - Interactive Read-Aloud (Brazilian folktale): “The Turtle and the Flute”
  - Paired Selection: “Sounds are Everywhere” (unknown author)
  - Leveled Readers: “City Sounds”, “Farm Sounds” and “A Noisy Night” (unknown author)
- In Unit 4, Week 3, students engage in reading:
  - Literature Big Book (informational text): *Roadwork* by Sally Sutton
  - Shared Reading: “I Can, You Can!” (unknown author)
  - Interactive Read-Aloud (fable): *The Bundle of Sticks* by Aesop
  - Paired Selection (nonfiction): “The Community Garden” (unknown author)
- In Unit 5, Week 1, students engage in reading:
  - Literature Big Book (realistic fiction): *My Garden* by Kevin Henkes
  - Shared Reading: “Hop Can Hop!” (unknown author)
  - Literature Big Books: *Tommy* by Gwendolyn Brooks, *Maytime Magic* by Mabel Watts and *The Seed* by Aileen Fisher
- In Unit 8, Week 3, students engage in reading:
  - Literature Big Book (fantasy): *Bringing Down the Moon* by Jonathan Emmett.
  - Interactive Read Aloud (informational text): “A View from the Moon” (unknown author)
  - Shared Reading: “Up! Up! Up!” (unknown author)
  - Decodable Reader: “Zig-Zag Jet Can Zip” (unknown author)
  - Literature Big Book: “Day and Night Sky” (unknown author)
- In Unit 9, Week 3, students engage in reading:
  - Literature Big Book (informational text): *Bread Comes to Life* by George Levenson
  - Shared Reading: “Look!, A Home!” (no author)
  - Paired Selection: “Nature Artists” (no author)
  - Small Group Texts: “What’s for Breakfast” and “Joke Note” (unknown author)
  - Interactive Read-Aloud (play): *Nature’s Art Fair* (unknown author)
- In Unit 10, Week 1, students engage in reading:
  - Literature Big Book (fantasy): *What’s the Big Idea, Molly* by Valeri Gorbachev
  - Paired Reading: “Better Together” (unknown author)
  - Interactive Read-Aloud (tale): *The Shoemaker and the Elves* by the Grimm Brothers
  - Small Group Texts: “Animal Band”, “We Want Honey” and “A Good Idea” (unknown authors)

**CRITERION 1G - 1N**

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

15/16

Wonders 2020 for Kindergarten includes text-dependent/specific questions and tasks that build to an integrated, culminating task that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts through the implementation of protocols to scaffold conversations as students' oral language skills grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

**INDICATOR 1G**

Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

2/2

The materials reviewed for Kindergarten meet the criteria that most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

The materials provide opportunities for students to engage with the texts. Questions and tasks provide opportunities for students to use text-based evidence when answering questions or completing tasks in correlation to the text they are reading or listening to. These opportunities are included in the Literature Big Book, Shared Read, Interactive Read-Aloud, Reading/Writing Companion, and Paired Selections.

Instructional materials include questions, tasks, and assignments that are mainly text-based over the course of a school year. Examples include, but are not limited to:

- In Unit 2 Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *The Handiest Things in the World* by Andrew Clements, the teacher displays and read pages 14-15 aloud. The teacher then asks students the following

questions:

- "What handy tools is the child using in the photographs?"
- What is the child doing with these tools?
- How does the photograph help you understand the information?"
- In Unit 3, Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *How Do Dinosaurs Go to School?* by Jane Yolen and Mark Teague, students listen to the text and the teacher asks the following questions, "How does the teacher feel? How do you know?"
- In Unit 8, Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *When Daddy's Truck Picks Me Up* by Jana Novotny Hunter, the teacher asks the following questions, "What is Daddy doing during this part of the story? What is the boy doing?"
- In, Unit 9, Week 1, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *Peter's Chair* by Ezra Jack Keats, Plot, the teacher asks, "What happens in the middle of the story?"

Teacher materials provide support for planning and implementation of text-dependent writing, speaking, and activities. Examples include, but are not limited to:

- In Unit 4, Week 2, Day 2, Teacher Edition, Whole Group, Literature Big Book, Shared Writing, *What Can You Do with a Paleta?* by Carmen Tafolla, as the teacher rereads the story, they share the prompt, "What can you tell about neighbors in this barrio?" The teacher takes notes on an anchor chart with student responses to then support the students in shared writing of a sentence: *The neighbors are \_\_\_\_.*
- In Unit 6, Week 2, Day 3, Reading/Writing Companion, page 38, students write a response to a prompt about the story *Kim and Nan* by author unknown. Students listen to the text and the teacher asks, "What are some things Kim likes to do?" The teacher points out "that the prompt is asking for information about Kim and the things she likes to do." Find Text Evidence Say: "We need to find text evidence, or clues, in the text and pictures to help us answer the prompt. Let's look on page 39. We see a picture of Kim and Nan. The text says that Kim is a kid on the go. That must mean she likes to go places and do fun things." The teacher then continues guiding the children to look for text evidence to use in their writing. Under the section, Write to the Prompt, the teacher guides children to review the text evidence they found and plan their writing in their writer's notebook.
- In Unit 9, Week 3, Day 4, Reading/Writing Companion, pages 69-69, students answer questions such as, "What does the sculptor use to carve a mask? What does the artist use to weave a basket?"

#### INDICATOR 1H

Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

2/2

The materials reviewed for Kindergarten meet the criteria for materials containing sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a

combination).

Throughout the program, the materials contain sets of high-quality sequences of text-based questions and activities that build to a culminating task. In each week of a unit, students are given the opportunity to reflect on their learning from the week. Each week has a final performance task, called the Weekly Wrap-Up. It is designed to help students demonstrate their understanding of the essential question, as well as reflect on what else they would like to learn about the topic. Students complete the Weekly Wrap-Up in their Reading/Writing Companion. This culminating task is the same each week.

Some specific examples of what students learn and how they demonstrate their knowledge of the topic at the end of the week include:

- In Unit 2, Week 3, students learn about bugs and at the end of the week, students write about what they learned during the week. Students begin by reflecting on what they have learned about bugs and then look at a picture of a beekeeper and discuss the bugs they see. Students work with a partner to compare the various selections in their Big Book from the week. Students discuss how the texts are alike and different before completing a Two-Tab Foldable comparing the texts. They are given the sentence frame, "The texts tell about..." and complete the writing assignment independently. Some questions asked of students prior to this task to support them in this culminating task include, "What do the bugs do to the boy? Name some bugs that you have learned about. How will it be able to fly with wet wings?"
- In Unit 3, Week 3, students reflect on the essential question of "What places do you go during the week?" Students begin the culminating task by discussing what they have learned about places in their neighborhood. Students look at a picture in their Reading/Writing Companion and make a connection between the picture and the green grocer in *Please Take Me for a Walk* by Susan Gal. Before completing a Two-Tab Foldable, the teacher asks, "What fruits and vegetables do each sell? What new information did you learn?" Students complete the foldable by working with a partner to compare *Please Take me for a Walk* and "A Neighborhood" (no author) and identify how the two are similar and how they are different. Questions asked of students throughout the week to support the completion of the culminating task include, "Where are the girl and her dad? How does the dog look when the little boy starts crying? What different settings do you see on this page?"
- In Unit 6, Week 2, students learn about weather. On Day 5, students look at a picture in their Reading/Writing Companion and talk to a partner about how the weather in the photo is like the weather in the text, *Rain* by Manya Stolic. Students also discuss how the weather is different. Students complete a task where they compare *Rain* and "Cloud Watch" (no author). The teacher provides some guiding questions about similarities and differences before students complete the Two-Tab Foldable. Students complete the Weekly Wrap-Up independently by identifying what they learned about weather and what else they would like to learn. Some questions that lead students to successfully complete this task throughout the week include, "What type of weather do you see? How do you know? How do you think the girl feels about the weather?"
- In Unit 8, Week 1, students learn about transportation. On Day 5, students reflect on what they learned. They begin by looking at a photo of transportation and discussing which train is from long ago and which train is from today. Students compare the truck in their Big Book to the train in the photos. The teacher guides the students to successfully complete this discussion by asking how the vehicles are similar and different. Students compare *When Daddy's Truck Picks me Up* by Jana Novotny Hunter with "From

Here to There" by *Time for Kids* by completing a Two-Tab Foldable. Students independently return to the essential question and reflect on what they learned and what else they would like to learn. Questions throughout the week to support this culminating task include, "What is Daddy doing during this part of the story? How is Daddy feeling? What happens at the end of the story?"

In addition, after every two units, the program provides a spiral review to review and extend the concepts in the previous two units. Students can reflect on and discuss what they have learned across the units. The format for this review is the same and requires students to demonstrate their knowledge from the previous two units. An example of spiral review follows:

- After Units 3 and 4, students are given three days to review and extend the skills of the units. On Day 1, students review fables and write about the main characters and setting. On Day 2, students focus on nursery rhymes and the events of a story. On Day 3, students connect to the big idea. Students compare books from the texts. Then students discuss some of the people and places in the stories. Finally, students complete the summative assessment, which measures key details, character, setting, and events, and text structure.

#### INDICATOR 11

Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

2/2

The materials reviewed for Kindergarten meet the criteria for materials providing frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

The materials provide students opportunities to engage in evidence-based discussions using academic vocabulary in whole class, small groups, and peer-to-peer. Opportunities are seen throughout the units in the Think-Aloud, Talk About It, Collaborative Conversations, and Vocabulary Picture Cards routines. For example:

- Vocabulary routines are provided on Day 1 of each unit along with visual vocabulary cards. The teacher follows the oral vocabulary routine "define/ask/example" when presenting new vocabulary to students. The students complete the "Talk About It" activity in their Reading/Writing Companion and talk to a partner.
- In Unit 2, Week 1, Day 1, Whole Group, Independent Writing, Write About the Shared Read, students share their final drafts with the class and are encouraged to ask and answer questions about each other's work. A list of Speaking Strategies and Listening Strategies located in a chart in the Teacher Edition contains the following, "SPEAKING STRATEGIES: Speak slowly and clearly. Speak at an appropriate volume. Take turns speaking. LISTENING STRATEGIES: Listen actively and politely. Look at the speaker. Listen quietly when someone is speaking." No further directions are given.
- In Unit 4, Week 1, Day 1, Whole Group, Independent Writing, the teacher is prompted to review the listening and speaking strategies on the page, as needed. The speaking strategies include: "speak slowly and clearly, speak at an appropriate volume, and look at your audience." The listening strategies include: "listen actively and politely, look at the speaker, and wait until the speaker

has finished to ask questions."

- In Unit 5, Week 1, Day 1-5, Whole Group, Listening Comprehension, Literature Big Book, *My Garden* by Kevin Henkes, Academic Vocabulary, Realistic Fiction, on Day 5 with the Weekly Wrap-Up, students return to the genre of realistic fiction. The teacher guides the students to talk about what they have learned and share their ideas with the class. As students engage in discussions, the teacher encourages them to express their thoughts, feelings, and ideas audibly and clearly.
- In Unit 7, Week 3, Day 1, Talk About It, the teacher presents the Collaborative Conversation protocol for asking and answering questions, "Ask questions to clarify ideas they do not understand. Ask for help getting information. Wait after asking a question to give others a chance to think and answer questions with complete ideas, not one-word answers."
- In Unit 8, Week 3, Share and Evaluate, students review their final drafts and then prepare to share by using the Reading/Writing Companion, pages 82-83 Share and Evaluate. Students practice presenting their work and then take turns with a partner. A checklist is provided for Speaking and Listening which allows students to self-evaluate their skills of speaking in a clear and loud voice, using correct grammar, listening carefully and answering questions with detail.

### INDICATOR 1J

Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

2/2

The materials reviewed for Kindergarten meet the criteria for materials supporting students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

The materials provide opportunities for students to partake in listening and speaking activities about what they are reading through responding to evidence-based questions prompted by the teacher, as well as whole group and partner share. Collaborative conversations are encouraged throughout each unit. Students also have opportunities to discuss what they are researching. For example:

- In Unit 1, Week 1, Big Idea, students are asked to, "Say hello to your partner. Talk about each photo. Circle someone in the photo who is trying something new. Talk about what these friends are doing. Retell the story. Talk about ways friends can get along."
- In Unit 2, Week 1, Day 1-5, Whole Group, *The Handiest Things in the World* by Andrew Clements. The teacher uses the Literature Big Book pages to read the text. The teacher asks the students, "What questions do you have?" The teacher encourages students to ask questions to deepen their understanding of the text. The teacher focuses the students' questions on the photograph and text on the page. The teacher asks, "Why would you need to move the dirt around?"
- In Unit 3, Week 3, Day 1, Whole Group, Introduce the Concept, Talk About It, Reading/Writing Companion, students use the photo to discuss rules we follow when we play a sport or game. The students are prompted to use the words *rules* and *cooperate* during the discussion. The students are asked evidence-based questions regarding the photo and then talk with a partner, "speaking clearly and loudly enough for the partner to hear," about the photo.
- In Unit 4, Week 1, Day 5, Whole Group, Independent Writing, the students look over their final drafts and make any changes. The students then practice presenting their writing with partners. Under Evaluate, Research, students discuss and evaluate their own



presentations. The Teacher Edition says the students can complete an online Student Checklist to evaluate their presenting and listening skills. No link was provided for access to the online Student Checklist.

- In Unit 5, Week 1, Day 1-5, Whole Group, *My Garden* by Kevin Henkes, the teacher asks:
  - "What is realistic fiction?"
  - What is real on page 15?
  - What is make-believe?
  - The girl is not imagining anymore. How do you know?
  - Why is she holding a seashell?"
- In Unit 8, Week 3, Day 5: Integrate Ideas, Text Connections, students use page 72 of the Reading/Writing Companion to connect with the essential question. The teacher guides the students to work with a partner to compare two selections they have read this week asking, "How are the texts alike? How are they different? How do they help you answer the Essential Question?" The teacher encourages students to support their ideas with details from the selection.
- In Unit 9, Week 1, Day 1-2, Whole Group, *Peter's Chair*, by Ezra Jack Keats, while reading the text, the teacher asks, "What is the theme?" The teacher then guides the children to cite clues to support their response.
- In Unit 10, Week 3, Day 1, Listening Comprehension, Reading/Writing Companion, students review what they learned about what happens in a panda kindergarten. On page 54 of the Reading/Writing Companion students retell the selection in order, using the retelling cards and the routine as needed. Partners talk about why people care for the panda cubs at Wolong Nature Reserve.

#### INDICATOR 1K

Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

2/2

The materials reviewed for Kindergarten meet the criteria for materials including a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.

Instructional materials provide students with opportunities for students to write daily. For example, on Days 1 and 2, students are active participants in both shared writing and evidence-based independent writing using the texts from the week. On Days 3, 4, and 5, students work through the writing process where they practice application of a writing skill, citing textual evidence, revising, editing, and publishing a piece of writing.

Materials include a mix of both on-demand and process writing that covers a year's worth of instruction. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 4, the materials state, "after children have revised their work, have them edit it carefully, checking for the following:
  - Students edit by making sure that words with *m* are spelled correctly.
  - Students use nouns correctly.

- Students spell high-frequency words correctly.
- Students begin sentences with a capital letter and end with a punctuation mark."
- In Unit 1, Week 2, Day 3, Teacher Edition, Independent Writing, students write about the Shared Read, responding to the prompt, "How are the tiger and the zebra the same?" The teacher provides sentence starters as needed: "The tiger is \_\_\_\_\_." "The zebra is \_\_\_\_\_." "The tiger has \_\_\_\_\_." "The zebra has \_\_\_\_\_."
- In Unit 2, Week 1, Day 1-5, On Day 3, the students write a response to the Shared Read, *Pam Can See*, in their Reading/Writing Companion, page 16. The prompt for students is, "How is the shopping cart a handy tool for Pam and her mother?" The students then write a draft. On Day 4, the students edit their drafts and then on Day 5, the students prepare their final draft and present it to classmates.
- In Unit 3, Week 1, after listening to the story *How Do Dinosaurs Go To School?* by Jane Yolen, students use the Reading/Writing Companion pages 10-11 to respond to the story. Students write about a funny part of the story using the provided sentence starter. Students draw and write about a rule they follow at school. On Day 2, Shared Writing, teacher and students write a new story about a dinosaur in the grocery store. Together, they write two questions about something that a misbehaving dinosaur would do in the grocery store. They then write two sentences about what a well-behaved dinosaur would do. On Day 3, Independent Writing, after reading the story, "Can I Pat It?" by author unknown, students write a new story called "Can I Play With It?" They continue working on this writing task on Day 4 and prepare their final draft to share on Day 5.
- In Unit 4, Reading/Writing Companion, Personal Narrative, students use a multi-day approach to plan, draft, revise and edit, share and evaluate their longer writing piece.
  - Personal Narrative- Student Model, *Yosi's Mystery Trip*, page 74 (Week 2, Day 1)
  - Personal Narrative- Plan, *Think about an event that was special to you*. Students draw and write and then draw again. Pages 76-77 (Week 2, Day 2)
  - Personal Narrative- Draft, *A Trip to the Airport* (student model). Students write in their writer's notebooks. Pages 78-79 (Week 2, Day 3)
  - Personal Narrative- Revise and Edit, *My Mystery Trip* (student model). Students edit the piece looking for complete sentences and adjectives. Pages 80-81 (Week 2, Day 4)
  - Personal Narrative- Share and Evaluate, students use a checklist and a peer conversation to evaluate their writing. Students write to answer the questions, "What did you do well in your writing? What do you need to work on?" (Week 2, Day 5)
- In Unit 5, Week 1, Day 2, Shared Writing, the teacher demonstrates and students compose sentences using a prompt and sentence frames.
  - Prompt- "Let's continue to build an imaginary class garden. What make-believe things would you put in your imaginary garden?"
  - Students use sentence frames: "In our garden there are \_\_\_\_\_. My favorite part of the garden is \_\_\_\_\_. The flowers would \_\_\_\_\_. The vegetables \_\_\_\_\_. There would be \_\_\_\_\_."
- In Unit 7, Week 3, Independent Writing, students can choose from the following writing prompts:
  - "What do you know about places in which animals can live?"
  - "Draw and label and picture in his natural habitat."
  - "Write about a scientist studying an animal and its home."
- In Unit 8, Week 3, Day 1, Reading/Writing Companion, Respond to the Big Book, *Bringing Down the Moon*, by Jonathan Emmett,

students write sentences responding to “Why can’t Mole bring down the moon? Why do you think Mole has not seen the moon before?”

#### INDICATOR 1L

Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

1/2

The materials reviewed for Kindergarten partially meet the criteria for materials providing opportunities for students to address different text types of writing (year-long) that reflect the distribution required by the standards.

Instructional materials provide opportunities for students to write narrative, opinion, and informative writing pieces throughout the year. Each writing lesson has a purpose for writing, a teaching and model section, and examples/rubrics to guide students through shared and independent writing. Materials provide opportunities across the school year for students to learn, practice, and apply different genres/modes of writing; however, the shared writing and independent writing prompts do not reflect the distribution required by the standard. The majority of the writing prompts require students to respond to a prompt about the text, with minimal prompts and lessons on opinion writing. Opinion writing prompts are found as options in small group choice time, but there are minimal explicit lessons, nor do the prompts require students complete the writing task. According to the scope and sequence each unit provides a different genre of writing that is the focus. In Units 1, 3, and 5-10, the focus is narrative writing. Units 2 and 4 focus on informational writing. No units focus on opinion writing.

While narrative writing instruction is a major focus of instruction in kindergarten, there are very few examples of narrative writing found in either shared writing or independent writing. Examples of narrative writing include, but are not limited to:

- In Unit 4, Week 2, students write their own personal narrative. Students begin by drawing a special event from their life before beginning their own narrative.
- In Unit 5, Week 1, students write a story about a make-believe pet, using the Shared Reading, “Hop Can Hop!,” as a model text.
- In Unit 6, students write a realistic fiction story, using their Reading/Writing Companion. Students plan their ideas and characters and then draw their story idea, before drafting their story.
- In Unit 7, Week 2, students write a story about getting a new pet after hearing the text, “I Hug Gus” (unknown author).
- In Unit 10, Week 1, students write a story using the same characters as in “What is the Big Idea, Molly?” (unknown author).

There are minimal examples of opinion writing found in shared writing or independent writing. Opinion writing is not a focus in any of the units according to the Scope and Sequence document. Examples include, but are not limited to:

- In Unit 2, Week 4, students choose a book and write their opinion of the book, expressing what they liked or disliked about it; however, this is part of the Extend Your Learning section in the Reading/Writing Companion, which not all children will complete. This writing prompt is also offered in Units 4, 6, 8, and 10, but no instruction is provided to complete the writing prompt.
- In Unit 10, Week 2, students complete a shared writing after listening to the book, *All Kinds of Families!* The students answer the question, “Why do you think the author includes unusual families like a brush and a comb, fingers and toes, and letters and numbers?”

Informational writing is found throughout the program, both during shared writing and independent writing. Students respond to a prompt about both the Literature Big Book and the Shared Reading and follow the writing process to answer the prompt. Examples of informational writing including, but are not limited to:

- In Unit 1, Week 1, students independently write about how the marbles and the broom are different in the text “I Can” (unknown author).
- In Unit 2, Week 2, students write an expository piece on a topic such as trees, caterpillars, or stars, from the unit. After brainstorming, students draw a picture about the topic, showing one fact, before writing about their topic.
- In Unit 7, Week 1, students write about how the wolf pup and the lion cubs are the same and how they are different.
- In Unit 8, Week 3, students follow the writing process to answer the prompt, “Why does Greg think he is ‘in luck’ in the story “Up! Up! Up!” (unknown author)

#### INDICATOR 1M

Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

2/2

The materials reviewed for Kindergarten meet the criteria for materials including regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

Instructional materials provide opportunities for students to write and support their writing with evidence for the texts that they are reading. During shared writing, students learn and practice new writing skills and how to provide support using evidence from the text. Students also write opinions on books they have chosen to read and use text evidence to explain their opinion.

Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 1, students read *Senses at the Seashore*. A three-step process for writing to a prompt using text evidence is provided. First, teacher and students analyze the prompt, “What do you see in the story?” The teacher models how to look for clues in the text to answer the prompt. Second, the teacher models how to find text evidence. The materials state, “you will look

at illustrations on pages 10-11." Children then discuss important details from the text. Third, students write to the prompt using text evidence they have gathered from the discussion. The materials state, "teacher rereads the prompt and guide children in writing complete sentences about the senses children use at the seashore."

- In Unit 2, Week 2, Days 1-5, *Shapes All Around*, by Gare Thompson, Reading Writing Companion, Shared Writing, students work together to write a response to the prompt, "What shapes does the girl see all around her?" Using text evidence, from pages 18-21 of the text, the teacher rereads the text and takes notes to answer the question. Students form complete sentences to answer the questions and help tell the teacher what to write. On Day 3, students are prompted to write about the text, *We Like Tam!* The prompt is, "How does the class take care of Tam?" The students write a draft that uses clues from the text and illustrations to show how the class members take care of Tam.
- In Unit 5, Week 2, Reading Writing Companion, Read Respond to the Big Book, *A Grand Old Tree* by Mary Newell Depalma, after retelling the nonfiction book, students write an important fact and note the text evidence page.
- In Unit 5, Week 3, Day 1, Teacher's Edition, Listening Comprehension, Literature Big Book, *Bear Snores On* by Karma Wilson, the teacher presents the essential question, "Where do animals live?" Using the Reading Writing Companion, pages 54-55, students respond to the text writing about what the animals did in the bear's den. The teacher models how to find text evidence. Students respond to the sentence starter, "*I know this is a fantasy because...*" Students use the story to identify something that is make-believe or fantasy. Then students draw a real animal and write about what that animal does in winter.
- In Unit 9, Week 2, Day 1, Listening Comprehension, Literature Big Book, after reading *Hen Hears Gossip* by Megan McDonald, students respond to the text using the Reading Writing Companion. Students write the reason why Hen tries to hear what Cow whispers to pig. The teacher models how to find text evidence. Students then talk about what might happen if people do not listen carefully. Students write their responses on page 33.

## INDICATOR 1N

Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

2/2

The materials reviewed for Kindergarten meet the criteria for materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

Instructional materials provide opportunities for teachers to explicitly teach grammar, language, and handwriting skills and provide guided practice. Materials include multiple opportunities for students to independently practice each new skill. Students have opportunities to practice new skills during whole group and partner share. All grammar and conventions standards are covered over the course of the year and most standards are revisited throughout the year in increasing complexity, such as application to the text. Students have opportunities over the course of the year to apply newly learned skills both in and out of context.

Materials include explicit instruction of all grammar and conventions standards for the grade level. Examples include, but are not limited to:

- Students have opportunities to print many upper- and lowercase letters.
  - In Unit 2, Week 2, Day 1, during Handwriting, the teacher models how to write an uppercase and lowercase t. Students trace both forms of the letter with their index finger. Students identify uppercase and lowercase forms of the letter. Students practice making each form of the letter in the air. Students write the form of each letter with paper and pencil. This is practiced each day for the five-day sequence.
- Students have opportunities to use frequently occurring nouns and verbs.
  - In Unit 1, Week 1, Day 1, Grammar portion of the day, the teacher explains the meaning of a noun, shows photo cards for words that are nouns, and explains how each of the nouns are either a person, place, or thing. Students work together to identify photo cards as either a person, a place, or a thing. The teacher then writes and reads the following sentence aloud: "I share a book." The teacher explains that a book is a noun that names a thing. The students draw pictures of items they share at school and label them with the noun that names the item. The teacher and students review the Shared Writing product and the students identify the nouns that were used. The teacher works with the students to add nouns to their writing.
  - In Unit 2, Week 1, Day 1, during the Grammar portion of the lesson, the teacher claps his/her hands and asks the students to identify what can be done with their hands. The teacher writes the word *clap* and reads it aloud. The teacher explains that the word *clap* is an action word and is something that you can do. The teacher also explains that action words are called *verbs*. The teacher writes and reads *throw*, *wave*, and *point*. The teacher explains that these are action words. Students revisit the Big Book: *The Handiest Things in the World* and identify action words. The teacher tracks the print as she/he reads aloud the sentences and students say *verb* when a verb is read. Students work in partner groups to generate sentences with verbs. The teacher and students revisit the Shared Writing and identify verbs in the writing.
- Students have opportunities to form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - In Unit 6, Week 3, Day 1, during the Grammar portion of the lesson, the teacher reminds students that nouns are naming words, singular nouns name a person, place, or thing, and that plural nouns name more than one person, place, or thing. The teacher explains that most plural nouns are created by adding -s. The teacher then writes the following letters/blends on the board -s, -ss, -sh, -ch, -x, or -z, and explains to children that they should add -es to words with these endings. The teacher writes the following words and reads them aloud: *box, clock, dress, bush, tree*. The teacher asks, "What endings do we need to add to make these words tell about more than one thing?" Students work with a partner to determine if the list of given words need an -s or -es to make the word plural. Students review the Shared Writing piece to identify any plural nouns that were used.
- Students have opportunities to understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - In Unit 3, Week 3, Day 1, during the Grammar portion of the lesson, students work with partners to orally generate question and answer sentences.
  - In Unit 3, Week 3, Day 2, students work with a partner. Each pair has sentence strips that have one of the following words at the beginning of the strip: *Who, What, When, Where, Why, and How*. Students think of a question sentence they can write that starts with the word they were given. Students write and read their sentences as needed. Students who need additional practice may use Practice Book page 152 or online activities.

- Students have opportunities to use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - In Unit 8, Week 1, Day 1, during the Grammar portion of the lesson, the teacher explains that sentences have both a naming part (that tells who or what) and a telling part (tells what happened). The teacher gives a sample sentence, "The boy rides in the truck." The teacher identifies the naming and telling parts of the sentence. The teacher points to the word *in* and explains that there are words that can tell us where or how something happens, such as, *off, on, to, from, in, out, by, and with*. The teacher shares the sentence, "The book is on the table." The teacher underlines the word *on* and explains that *on* tells us where the book is. The teacher then does actions. The students say what the teacher is doing and are guided to use a preposition in the sentence. Students work with a partner to generate sentences using the prepositions *to, from, in, and out*. The students review the Shared Writing to identify any prepositions they may have used and the teacher works with the students to add additional prepositions in their writing. (also in Unit 8, Weeks 2-3, All five days)
- Students have opportunities to produce and expand complete sentences in shared language activities.
  - In Unit 4, Week 1, Day 4, during the Grammar part of the lesson, students work with partners to orally generate sentences with adjectives and are encouraged to use adjectives to describe the kinds of food they like to eat.
  - In Unit 5, Week 1, Day 1, during the Grammar part of the lesson, students work together with partners to orally create sentences with pronouns. Students are encouraged to say two sentences. The first sentence should be the noun and the second sentence should include the pronoun that replaces the noun.
- Students have opportunities to capitalize the first word in a sentence and the pronoun *I*.
  - In Unit 3, Week 1, Day 1, during the Grammar portion of the lesson, the teacher explains that a sentence begins with a capital, or uppercase letter, and ends with an end mark. The teacher displays sentences. The teacher and students work together to identify which are complete sentences. The students identify the uppercase letter and the end mark. The teacher reminds the students that the word *I* is always capitalized. Then the teacher and students work together to make the incomplete sentences complete. The teacher and students work together to review the Shared Writing and to identify the uppercase letters and end marks in the writing. (grammar focus of all 5 days)
- Students have opportunities to recognize and name end punctuation.
  - In Unit 3, Week 3, Day 1, during the Grammar portion of the lesson, the teacher reminds the students that a sentence begins with a capital letter and ends with an end mark. The teacher writes the following sentences, "Who plays baseball? Dan plays baseball." The teacher explains that the first sentence is a question sentence and requires a response and that all question sentences end with a question mark. The teacher explains that the second sentence is a complete sentence because it tells about someone or something doing an action. The teacher reminds students that the sentence begins with a capital letter and ends with a period. The teacher and students review the Shared Writing and identify the capital letters that begin each sentence and the punctuation marks that end each sentence.
- Students have opportunities to spell simple words phonetically, drawing on knowledge of sound-letter relationships.
  - In Unit 2, Week 1, Day 4, during the Word Work/Phonics Dictation part of the lesson, the teacher dictates the following sounds for students to spell: /m/, /a/, /s/, and /p/. Students repeat the sound and then write the letter that stands for the sound: /m/, /a/, /s/, and /p/. The teacher then dictates the following words for children to spell: *map, am, Sam, Pam*. The teacher models for students how to segment each word to scaffold the spelling. When students are finished, they write the letters and words to self correct.
  - In Unit 3, Week 3, Day 4, the teacher dictates the following sounds for students to spell: /k/, /n/, /l/, /t/, /p/, /s/, /a/, /m/. The

teacher dictates these words: *cap, can, cat*. The teacher models how to segment each word to scaffold the spelling.

#### **CRITERION 10 - 1T**

Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

22/22

Wonders 2020 for Kindergarten provides multiple opportunities for explicit instruction in phonemic awareness and phonics, however, there is a missed opportunity to provide whole-group instruction in blending and segmenting onsets and rimes of single-syllable spoken words within Tier II small group instruction. Materials provide explicit instruction in print concepts, text structures, and text features to assist in comprehension of the text. Ample opportunities to write letters and extend handwriting components are included. Students are taught about words that authors use that allow the reader to determine the structure of the text to support their understanding.

There are opportunities for students to learn and practice high-frequency words and build decoding automaticity and fluency throughout the program. Multiple opportunities are provided over the course of the year in core materials for students to engage with decodable readers and to purposefully read emergent-reader texts. Instructional materials provide multiple opportunities for students to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Big Book.

Throughout the program, weekly, month, and quarterly opportunities for assessment of foundational skills are provided to measure mastery and growth of foundational skills with clear and specific supports for student performing below standard. Supports for differentiation of foundational skills are provided throughout all lessons to help students achieve mastery.

#### **INDICATOR 10**

Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context.

4/4

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness



(K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.

Kindergarten materials provide multiple opportunities for explicit instruction in phonemic awareness and phonics during the Phonemic Awareness and Word Work portions of the lessons. This includes teacher modeling, guided practice and opportunities for students to practice the skills independently; however, there is a missed opportunity to provide whole-group instruction in blending and segmenting onsets and rimes of single-syllable spoken words within Tier II small group instruction.

Students have frequent and adequate opportunities to learn and understand phonemes (e.g. produce rhyming words, segment syllables, blend onsets and rimes, pronounce vowels in CVC words, and substitute sounds to make new words). Examples include, but are not limited to:

- Students have opportunities to recognize and produce rhyming words.
  - In Unit 0, Week 2, Day 3, during the Phonological Awareness portion of the lesson, the teacher reads the poem aloud two times. The teacher says, "I am going to say three words from the poem: *pan*, *can*, *toss*. Two of those words rhyme. *Pan* and *can* rhyme because they sound alike; they both end with /an/. Listen again: /p/.../an/, /k/.../an/. Now I will say three more words. Tell me which two words rhyme: *pan*, *hot*, *fan*." The teacher guides the students to identify *pan* and *fan*.
  - In Unit 8, Week 2, Day 1, during the Phonological Awareness part of the lesson, the teacher reminds students that rhyming words have the same sound at the end. The teacher explains that words in *You're A Grand Old Flag* have the same ending sounds: *wave/brave*. The teacher then challenges students to generate rhyming words for each of the following words: *cat*, *no*, *pet*.
- Students have opportunities to count, pronounce, blend, and segment syllables in spoken words.
  - In Unit 3, Week 3, Day 1, during the Small Group Differentiated Tier II Instruction, the teacher rereads the poem *To Market, To Market*. The teacher says *market*, separating it into syllables and clapping with each syllable. The teacher asks, "How many parts does *market* have?" The students say *market* with the teacher, listening for two parts. The teacher repeats the routine with *jiggety*, *again*, and *pig*. The teacher asks students to clap out and count the syllables in each word, guiding them as necessary.
  - In Unit 10, Week 3, Lesson 1, the teacher models the use of sound boxes to segment sounds heard in words. "Listen as I say a word: *make*. Say the word with me: *make*. There are three sounds in *make*. Say the sounds in *make* with me: /m/ /ā/ /k/. Let's place a marker for each sound: /m/ /ā/ /k/." The process is repeated for *slide*, /s/ /l/ /ī/ /d/. Students continue to practice this concept with the teacher using nine additional long vowel sound words and sound boxes to slide a chip for each sound heard. Students are asked how many sounds they hear in each word.
  - In Unit 10, Week 2, Lesson 2, the teacher models how to blend sounds in words by saying, "Listen to the sounds in a word: /f/ /ē/ /t/. I can blend those sounds to make the word: /fēēt/, *feet*. Listen as I say more sounds and blend them to make words." Teacher models four additional words provided. Teacher then provides guided practice and says, "Listen to the sounds in a different word: /d/ /ē/ /m/. Let's blend the sounds and say the word together: /dr/ /ē/ /m/, /drēēm/ *dream*." The children listen to the sounds in words, repeat the sounds, and then blend them to say the word. The teacher guides practice and provides corrective feedback as needed. The teacher and students practice an additional nine words blending

together sounds to say the whole word.

- Students have opportunities to blend and segment onsets and rimes of single-syllable spoken words.
  - In Unit 1, Week 3, Day 1, during the Small Group Differentiated Tier II Instruction, the teacher tells the students that the word *see* is made of two parts and that each part has a sound. "I can see the first sound in see: /s/. The second sound is /ē/. Listen as I blend the sounds: /s/ /ē/, see. Listen as I say the sounds in another word: /m/ /ap/, map. Repeat the sounds and the word after I say them again: /m/ /ap/, map." The teacher asks students to blend the onset and rime to form a word.
  - In Unit 4, Week 1, Day 1, during the Small Group Differentiated Tier II Instruction, the teacher rereads the poem *The Firefighters* and models segmenting, and blending onset and rime with the word *truck*. "Listen: /truck/, /tr/ /uk/, truck." The students repeat after the teacher. The teacher repeats the process with *quick*. The students segment and blend other single-syllable words from the poem and from theme-related words: *fire, way, get, job, tool*.
- Students have opportunities to isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
  - In Unit 1, Week 1, Day 1, during the Phonological Awareness portion of the lesson, the teacher introduces initial /m/. The teacher displays the Photo Card for *map*. The teacher tells the students to listen for the /m/ sound at the beginning of the word *map*. The teacher asks the students to say the sound with the teacher: /mmm/. The teacher says, "Map has /m/ at the beginning." The teacher says *mat, men, and mud*, and the students repeat. The teacher emphasizes the phoneme /m/. The teacher plays "My Map," and the students listen for /m/. The teacher instructs the students to listen to the song again and clap when they hear words that begin with /m/. The teacher displays and names *mix, mop, and moth* Photo Cards. The teacher says each picture name with the teacher. The students tell the sound at the beginning of the word. The teacher guides practice and provides corrective feedback as needed. If students need additional practice in isolating initial /m/, they use Practice Book page 40.
  - In Unit 2, Week 1, Day 3, during the Phonemic Awareness portion of the lesson, the teacher displays the *piano* Photo Card and says the word. The teacher explains that *piano* has the /p/ sound at the beginning and demonstrates isolating the sound: /p/, /p/, piano. The students say the sound with the teacher: /p/. The teacher tells the students to listen for the /p/ sound at the end of words. The teacher displays the Photo Card for *map*. The students say the word *map* with the teacher. The teacher explains that *map* has the /p/ sound at the end. The teacher asks students to listen as the teacher says each sound in the word: /m/ /a/ /p/, map. The teacher emphasizes final /p/. The teacher says, "Let's say /p/ because we hear /p/ at the end of map: /p/." The teacher says a list of words and the students repeat. The students say /p/ if they hear /p/ at the end of the word. The teacher guides the students with the first word. The teacher then shows Photo Cards for *bat, doll, mop, nut, sheep, soap, top*. The students say the name of each picture with the teacher. The teacher asks the students to say /p/ if they hear /p/ at the end of the word. The teacher guides the practice and provides corrective feedback as needed. The teacher reviews initial /p/. The teacher plays the song "Polly and Paul Play the Piano." The students clap when they hear initial /p/. The teacher demonstrates as they sing together.
- Students have opportunities to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
  - In Unit 3, Week 3, Day 5, during the Word Work part of the lesson, the teacher displays Word-Building Cards *c, a, and n* and says, "These are the letters *c, a, and n*. They stand for /k/, /a/, /n/. I will blend /k/, /a/, /n/ together: /kaaann/, can. The word is can." The teacher distributes sets of Word-Building Cards with *c, a, n, p, and t*. The teacher shows how to make the word *can* and has students do the same. The teacher replaces the letter *n* at the end of it with a *p* and has students do the

same. Students change the *p* in *cap* to *t* and read the new word, *cat*, pointing out that by changing one letter we make a new word.

- In Unit 10, Week 3, Day 4, during the Phonemic Awareness portion of the lesson, the teacher explains, "I can change the middle sound in a word to make a new word. Listen to this word: *bake*. *Bake* has the /ā/ sound in the middle. Now listen as I change /ā/ in *bake* to /ī/: *bike*." The teacher repeats with *cone/cane*. The students are guided by the teacher as they work to change sounds to make new words. The teacher provides corrective feedback as needed.

Lessons and activities provide students adequate opportunities to learn grade-level phonics skills while decoding words (e.g. one-to-one correspondences, long and short sounds with common spellings, and distinguish between similarly spelled words by identifying sounds of the letters). Examples include, but are not limited to:

- Students have opportunities to demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
  - In Unit 3, Week 3, Day 1, during the Phonemic Awareness part of the lesson, the teacher models and introduces initial sound /k/ and displays the *camel* Photo Card. The teacher tells students to listen for the sound at the beginning of *camel* and explains that *camel* has the /k/ sound at the beginning. The teacher says these words and has students repeat: *can, cap, cat*, emphasizing the phoneme /k/. Teacher plays the song "Can Your Camel Do the Can-Can?" and has students listen for the /k/ sound. Students clap when they hear a word that begins with /k/.
  - In Unit 5, Week 1, Day 2, during the Phonics portion of the lesson, the teacher displays the *hippo* Sound-Spelling Card and explains, "This is the letter *h*. The letter *h* stands for the sound /h/ as in the word *hippo*." The teacher displays the *hippo* Sound-Spelling Card and points to the letter *Hh*. Students say the letter name and sound with the teacher. The students listen as the teacher says some words. The teacher asks the students to write the letter *h* on their Response Boards if the word begins with /h/. The teacher works with the students for the first two words.
- Students have opportunities to associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
  - In Unit 7, Week 1, Day 3, during the Phonics portion of the lesson, the teacher displays the Word-Building Card *u* and says, "This is the letter *u*. The letter *u* can stand for /uu/, the sound you hear at the beginning of *umbrella*. Say the sound with me: /uu/. I will write the letter *u* because *umbrella* has /u/ at the beginning." The teacher repeats the routine using the word *run*. The teacher points out that *run* has /u/ in the middle of the word. The teacher says some words that have the /u/ sound in the middle and some words that do not. Students say /u/ and write the letter *u* on their Response Boards when they hear /u/ in the middle of a word. The teacher guides practice and provides corrective feedback as needed.
  - In Unit 10 Week 2, Day 3, during the Phonics portion of the lesson, the teacher displays Word-Building Card *e*. The teacher explains, "This is the letter *e*. The letter *e* stands for the /ē/ sound. The letters *e\_e* act together to stand for the /ē/ sound. The letters *ee* also stand for /ē/, the sound you hear in the middle of *keep*. Say the sound with me: /ē/. I will write the letters *e, e\_e*, and *ee* because they stand for the /ē/ sound. The teacher says some words that have /ē/ in the middle and some words that do not. Students say /ē/ and write *ee* on their Response Boards when they hear /ē/ in the middle of a word. The teacher guides practice and provides corrective feedback as needed.

- Students have opportunities to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
  - In Unit 4, Week 2, Day 4, during the Phonics portion of the lesson, the teacher displays Word-Building Cards *p*, *a*, *d*, points to the letter *p* and explains, "This is the letter *p*. The letter *p* stands for /p/. Say /p/. This is the letter *a*. The letter *a* stands for /a/. Listen as I blend the two sounds together /paaa/. Say /paaa/. This is the letter *d*. The letter *d* stands for /d/. Listen as I blend the three sounds /paaad/, *pad*. Now you say it. Let's change *p* to *s*." The teacher repeats the routine to blend *sad*. The teacher uses the Word-Building Cards to form *did* and *dad*. Students say the sounds for each letter, blend, and read the words. The students say both words and tell which letters are the same. The teacher asks the students to tell which letters are different. The teacher and students discuss the sounds each letter stands for and how it changes the word. This is repeated with *mad* and *mat*. If students need additional practice identifying the sounds for letters, they use Practice Book page 176.
  - In Unit 7, Week 1, Day 5, in the Teacher Edition, during the Word Word part of the lesson, the teacher models and explains that you can take sounds away from words to make new words. Students listen as the teacher says a word: *neat*. Students listen as the teacher says the word without /n/: *eat*. *Neat* without /n/ is *eat*. The teacher repeats with *Gus* and *us*. Students practice by deleting the initial sound and say the new word. The teacher provides corrective feedback as needed.

Materials have a cohesive sequence of phonemic awareness instruction to build toward application. Examples include, but are not limited to:

- In the Kindergarten Scope and Sequence, the Phonemic Awareness sequence is laid out for each of the units of study. The sequence provides a scaffolded and cohesive sequence of difficulty that spirals Phonemic Awareness skills in each unit:
  - Smart Start: Sentence Segmentation, Recognize Rhyme, Recognize Syllables, Blend Syllables
  - Unit 1: Phoneme Isolation, Phoneme Identity, Phoneme Blending, Phoneme Categorization
  - Unit 2: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Identity, Phoneme Segmentation
  - Unit 3: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization, Phoneme Identify, Phoneme Segmentation
  - Unit 4: Phoneme Isolation (initial/medial), Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Phoneme Identify
  - Unit 5: Phoneme Isolation, Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Phoneme Addition
  - Unit 6: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, Phoneme Identity, Phoneme Addition
  - Unit 7: Phoneme Isolation, Phoneme Blending, Phoneme Deletion, Phoneme Substitution
  - Unit 8: Phoneme Isolation, Phoneme Blending, Phoneme Segmentation, Phoneme Identity, Phoneme Categorization, Phoneme Addition
  - Unit 9: Phoneme Identity, Phoneme Blending, Phoneme Deletion, Phoneme Substitution
  - Unit 10: Phoneme Identity, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation

Materials have a cohesive sequence of phonics instruction to build toward application. Examples include, but are not limited to:

- In the Kindergarten Scope and Sequence, the Phonics focus is listed for each unit of study. The materials begin with consonants and consonant sounds and begin to add in short vowels to allow for work with CVC. The units culminate in long vowel review with magic e.
  - Smart Start: Letter Recognition of all consonants and vowels
  - Unit 1: /m/m, (initial and final), /a/a (initial and final), /s/s (initial)
  - Unit 2: /p/p, (initial and final), /t/t (initial and final), long a (a\_e), review /m/m, /s/s, /p/p, /t/t
  - Unit 3: /i/i (initial and medial), /n/n, /k/c, long i (i\_e)
  - Unit 4: /o/o (initial and medial), /d/d (initial and final), review /i/i, /n/n, /k/c, /o/o, /d/d, /s/s, blends- sn, sp, st
  - Unit 5: /h/h (initial), /e/e (initial and medial), /f/f (initial and final), /r/r (initial)
  - Unit 6: /b/b (initial and final), /l/l (initial), /k/k (initial), /k/ ck (final), review: /h/h, /e/e, /f/f, /r/r, /b/b, /l/l, /k/k, /k/ck, blends- bl, cl, fl, sl
  - Unit 7: /u/u (initial and medial), /g/g (initial and final), /w/w (initial), /ks/x (final), /v/v (initial), long u (u\_e)
  - Unit 8: /j/j (initial), /kw/qu (initial), /y/y (initial), /z/z (initial), review: /u/u, /g/g, /w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z, blends with r
  - Unit 9: long o (a\_e), long i (i\_e), long o (i\_e)
  - Unit 10, long u, long e and review five long vowels with magic e

#### INDICATOR 1P

Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).

2/2

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge and directionality, and function (K-1), structures and features of text (1-2).

Kindergarten materials provide explicit instruction in print concepts, text structure, and text features to assist in comprehension of the text. Students are provided ample opportunities to write letters and extend handwriting concepts. Within the Reading/Writing Companion lessons, as well as the Literature Big Book, explicit instruction is provided in the words that authors use that allow the reader to determine the structure of the text which helps students' understanding of the text.

Materials include frequent and adequate lessons and multimodal activities for students to learn how to identify and produce letters. Examples include, but are not limited to:

- In Unit 2, Week 1, Day 1, during the Handwriting portion of the lesson, the teacher explains handwriting cues, "P: Straight down. Go back to the top. Around and in at the dotted line. p: Straight down, past the bottom line. Circle around all the way." The teacher says the cues as students trace both forms of the letter with their index finger and then students identify the uppercase and lowercase forms of the letter. Students write P and p in the air as they say /p/ multiple times. The teacher guides practice and

provides corrective feedback as needed.

- In Unit 4, Week 1, Day 1, during the Handwriting portion of the lesson, the teacher explains handwriting cues as they write and identify the uppercase and lowercase forms of Oo. The teacher traces the letters on the board and in the air. The teacher and the students say the cues together as students trace both forms of the letter with their index finger. The students identify the uppercase and lowercase forms of the letter. The students write O and o in the air as they say /o/ multiple times. Students say /o/ every time they write the letter Oo. The teacher guides practice and provides corrective feedback as needed.

Materials include frequent and adequate tasks and questions about the organization of print concepts (e.g. follow words left to right, spoken words correlate sequences of letters, letter spacing, upper- and lowercase letters). Examples include, but are not limited to:

- Students have opportunities to follow words from left to right, top to bottom, and page by page.
  - In Unit 0, Week 1, Day 4, during the Shared Reading portion of the lesson, the teacher reviews book handling by holding the book right-side up and points to the title. The teacher models how the book is right-side up. The teacher turns to page 18 and reads the title aloud and tracks the print.
  - In Unit 4, Week 1, Day 1, during the Literature Big Book portion of the lesson, the teacher displays the Big Book cover and reads the title, subtitle, author and photographer's name aloud. The teacher models directionality and reminds students to read from left to right and top to bottom.
- Students have opportunities to recognize that spoken words are represented in written language by specific sequences of letters.
  - In Unit 0, Week 2, Day 1, during the Write About the Text portion of the lesson, the teacher writes this sentence frame: *Twinkle, twinkle, little star, How I wonder.....*. The teacher models by looking at the poem *Twinkle, Twinkle, Little Star* on pages 14–15 of the *The Big Book of Rhymes* and then fills in the rest of the sentence. The teacher points out the rhyming words *star* and *ore* in the sentence and tracks the print from left to right and reads the sentence aloud. Students look back at the poem and then complete the following frame: *Up above the world so high, Like a diamond in the .....*. Students name the two rhyming words they hear. (*high, sky*) The teacher reminds students to read the words aloud as they track the print from left to right.
  - In Unit 0, Week 3, Day 1, during Write About the Text, the teacher completes a sentence frame, tracks the print from left to right as the sentence is read aloud and reminds students that each group of letters is a word.
- Students have opportunities to understand that words are separated by spaces in print.
  - In Unit 5, Week 1, Day 1, during the Literature Big Book portion of the lesson, the teacher opens the Big Book to pages 4–5. The teacher points to a word and explains that this word is always a capital letter. The teacher then points out the spaces between each word on the page and explains that these spaces make the words easier to read.
  - In Unit 9, Week 2, Day 1, during the Listening Comprehension part of the lesson, the teacher displays page 4 of the Big Book and reads the page aloud, tracking the print with a finger. The teacher frames the first sentence and points out that words are separated by spaces.
- Students have opportunities to recognize and name all upper- and lowercase letters of the alphabet.
  - In Unit 0, Week 2, Day 2, students identify the letters *Kk* and *Ll* on the Alphabet Teaching Poster.
  - In Unit 0, Week 3 Day 1, during the Word Work portion of the lesson, the teacher displays the Teaching Poster and Word-

Building Card *S* and tells students that this is uppercase *S*. The teacher displays Word-Building Card *s* and explains that this is lowercase *s*. The teacher repeats for *Tt*. The teacher models how to match *Ss* and *Tt* on the cards with the letters on pages 22–23 of the Big Book *Animals in the Park*. The teacher holds up each card and students name the letter. The teacher and students sing “The Alphabet Song” and point to each letter on the poster as students join in. If students need additional practice with letter recognition, have them use Practice Book, page 30.

- In Unit 3, Week 3, Day 1, during the Literature Big Book portion of the lesson, the teacher reminds the students that when *I* stands alone it is a word and should always be uppercase. The teacher explains that the *i* in *like* is part of a word so it is lowercase. The students identify other words on page 18 with the letter *i* and tell if it is lowercase or uppercase.

## INDICATOR 1Q

Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

4/4

The materials reviewed for Kindergarten meet the criteria for instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

Instructional materials provide opportunities for students to learn high-frequency words and build decoding automaticity during whole group lessons throughout each unit, week, and lesson of the program. Students have multiple opportunities to practice decoding skills as well as develop fluency. The teacher often models fluent reading with students. Students then are given an opportunity to either chorally, partner, or independently read. Students develop automaticity of grade-level words through multiple reads of decodable readers.

Multiple opportunities are provided over the course of the year in core materials for students to purposefully read emergent-reader texts. Examples include, but are not limited to:

- Students have opportunities to read emergent-reader texts with purpose and understanding.
  - In Unit 1, Week 1, Day 2, during Shared Reading, the teacher reminds students that readers ask themselves questions before, during, and after reading to help them understand what they read. Students turn to pages 74–75 and read the title with the teacher. The students look at the photograph and the teacher asks, “What questions do you have before we begin reading the selection?” The teacher encourages students to ask questions to deepen their understanding about the selection.
  - In Unit 9, Week 1, Day 2, during Shared Reading, the teacher sets the purpose for reading *Jake and Dale Help!* The teacher reminds students that asking questions before, during, and after reading can help them understand a text. The teacher says, “As you read, you might ask a question about something you don’t understand. Then you can look for the answer as you continue reading.” Students read the title and look at the picture. The teacher asks, “What do you want to find out in this story?”

Materials support students' development of automaticity and accuracy of grade-level decodable words over the course of the year. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 3, during Shared Reading, partners practice reading the story *I Can* accurately. Students are encouraged to track the print as they read high-frequency words quickly. Students read the story again, this time focusing on rate, reading a bit more quickly and making the text sound more like speech. Students read *I Can* (pages 1– 6) to practice reading connected text.
- In Unit 4, Week 1, Day 3, during Shared Reading, student partners practice reading the selection *Tom On Top!* accurately. Students track the print as they sound out decodable words and read high-frequency words quickly. Students note punctuation marks to read sentences with the correct tone. Students read the story again, this time focusing on rate, reading a bit more quickly and making the text sound more like speech. The teacher listens in and if students struggle with accuracy, they start again at the beginning of the sentence and correct any errors. If they struggle with rate, the teacher models an appropriate rate and the students repeat.
- In Unit 9, Week 1, Day 2, during Shared Reading, the teacher sets the purpose for reading *Jake and Dale Help!* The teacher models reading with accuracy. The teacher reminds students of the importance of recognizing high-frequency words, as well as decoding words in the text correctly. Students practice reading for accuracy with a partner. The teacher listens in and offers support and corrective feedback.
- Students have opportunities to read and practice high-frequency words. Examples include, but are not limited to:
  - In Unit 1, Week 1, Day 1, during Work Work, the teacher displays the High-Frequency Word Card *the*. The teacher uses the Read/Spell/Write routine to teach the word. The teacher points to and says the word *the*. The teacher says, "This is the word *the*. Say it with me: *the*. The bear is my friend. The word *the* is spelled t-h-e. Spell it with me. Let's write the word in the air as we say each letter: t-h-e." Student partners create simple phrases using the word.
  - In Unit 4, Week 1, Day 3, during Word Work, the teacher displays the High-Frequency Word Card *you*. The teacher reviews the word using the Read/Spell/Write routine. The teacher points to the High-Frequency Word Card *you* and students read it. The teacher repeats with last week's word, *go*. The teacher helps students build fluency with high-frequency words. The teacher writes sentences and students chorally read aloud as the teacher tracks the print. The teacher and students chorally read the Take-Home Book in the Practice Book, pages 169–170. Students reread the book to review high-frequency words and build fluency.
  - In Unit 9, Week 1, Day 4, during Word Work, the teacher says the word *help* and the students write it. The teacher displays the print or digital Visual Vocabulary Card for *help* and uses the Teacher Talk routine. The teacher builds sentences in the pocket chart using the High-Frequency Word Cards. The teacher uses index cards to create punctuation cards. Students chorally read the sentences as the teacher tracks the print and identify the words *help* and *too*. The teacher points out the words *to* and *too* in the second sentence and explains the difference.
- Students have opportunities to distinguish between similarly spelled words by identifying the sounds of the letters that differ.
  - In Unit 2, Week 3, Day 4, during Word Work, the teacher displays Word-Building Cards *p*, *a*, *t* and points to the letter *p*. The teacher explains that this is the letter *p* and it stands for /p/. Students say /p/. The teacher explains that this is the letter *a* and it stands for /a/. The teacher models how to blend the two sounds together: /paaa/ and has students repeat /paaa/. The teacher explains that this is the letter *t* and it stands for /t/. The teacher models how to blend the three sounds: /paaat/, *pat*



- and has students repeat. The teacher changes *p* to *s*. The teacher uses the same routine to blend *sat*. Teacher writes *at*, *sat*, *mat*, *map*, *tap* and has students blend and read the letters to read the words. The teacher points out the words *at* and *sat* and asks students which letters are the same. (*a*, *t*) The teacher asks them how the words are different. (*Sat* has the letter *s*.) The teacher points out that by adding the letter *s*, you can make a new word. “Continue comparing words, noticing how the sounds and letters are the same and how they are different.” The teacher points out that words with the same ending sounds and letters, such as *at*, *sat*, *mat* or *map* and *tap* also rhyme.
- In Unit 7, Week 1, Day 4, during Phonics and Word Work, Whole Group, the teacher provides guided practice by providing students with Word Building Cards a–z. The teacher uses the cards *t*, *u*, and *b* to form the word *tub*. Students use the word cards to build *tub*. The teacher says, “I will change the letter *u* to *a* to make the word *tab*.” The teacher reads aloud the new word. Students continue working with Word Building Cards to make new words. For example, students make the word *bat* and change the vowel to *i* to make the new word *bit*.
  - In Unit 9, Week 3, Day 1, during Word Work, the teacher models that the letters *a* and *e* act as a team to stand for the sound /ā/. The teacher writes *a\_e* to make a column head. The teacher reminds children that the letter *a* can stand for the short /a/ sound. The teacher writes the letter *a* next to the *a\_e* to make a second column head. The teacher writes the following words in a list: *at*, *ate*, *bat*, *cap*, *cape*, *came*, *fan*, *mad*, *made*, *rake*, *Sam*, *same*. The teacher holds up the photo card for *rake* and says, “Here is the picture for a *rake*. *Rake* has the /ā/ sound. Listen, /r/ /āāā/ /k/. When I hear /ā/, I know that the letters *a* and *e* act together to stand for that sound.” The teacher repeats with the letter *a* and *fan*. For guided practice, students sort the remaining words by /a/ and /ā/. Students read the word, say the sound in the middle of the word, and tell under which spelling heading the word should be written.

#### INDICATOR 1R

Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

4/4

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks providing systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

Instructional materials provide multiple opportunities for students to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Big Book. During the Literature Big Book lessons, materials prompt teachers to model foundational skills, as well as fluent reading. Decodable readers provide students with an opportunity to decode words with current and past phonics skills, as well as high-frequency words. Students participate in a Shared Writing activity that allows them to apply phonics skills and high-frequency word practice. Students often respond to a prompt related to the text and sometimes are given a sentence frame to help them begin their writings.

Materials support students’ development to learn grade-level word recognition and analysis skills (e.g.

one-to-one correspondences, syllable segmentation, rime and onset recognition, long and short sounds with common spellings and distinguish between similarly spelled words by identifying sounds of the letters) in connected text and tasks.

Examples include, but are not limited to:

- In Unit 1, Week 3, Day 2, during Build the Concept, the teacher uses the Essential Question chart, the Big Book, and the Weekly Poem to guide children in discussing the Essential Question. The teacher and students say the Weekly Poem together. The teacher reminds students that they will say the word *see* in two parts: /s/ /ē/ and blend the sounds: /sē/, *see*. Teacher directions state, "Have students repeat: /s/ /ē/, /sē/. Tell students that you will say the first part of a word and then the rest of the word. Have them repeat the onset and the rime and then blend them to form a word: /w/ /ent/, *went*; /d/ /ēp/, *deep*; /bl/ /ū/, *blue*; /s/ /ī/, *sigh*; /b/ /ut/, *but*." The teacher then guides practice and provides corrective feedback as needed. If students need additional practice blending onset and rime, they can complete Practice Book page 63.
- In Unit 2, Week 1, Day 2, during Word Work, the teacher places Word-Building Cards *P*, *a*, and *m* in a pocket chart. The teacher points to the letter *P* and says, "This is a capital or uppercase letter *P*. The letter *P* stands for /p/. Say /p/. This is the letter *a*. The letter *a* stands for /a/. Say /a/. This is the letter *m*. The letter *m* stands for /m/. Say /m/. Listen as I blend the sounds together: /paaamm/. Now blend the sounds with me to read the word." The teacher uses Word-Building Cards and writes the word *map*. The teacher points to the letter *m* and students say the sound. This is repeated with the letters *a* and *p*. The teacher tracks with a finger from left to right under the word and students blend sounds to read *map*. The teacher guides practice and provides corrective feedback as needed. During the Reading/Writing Companion portion of the lesson, students read *Pam Can See*. Students decode words that contain *m*, *a*, and *p*.
- In Unit 6, Week 1, Day 2, during Word Work, students practice blending sounds to make words. The teacher models placing Word-Building Cards *b*, *e*, and *d* in a pocket chart. The teacher points to the letter *b* and says, "This is the letter *b*. The letter *b* stands for /b/. Say /b/. This is the letter *e*. The letter *e* stands for /e/. Say /e/. This is the letter *d*. The letter *d* stands for /d/. Say /d/. Listen as I blend the three sounds together: /beeed/, *bed*. Let's blend the sounds to read the word." The teacher changes the Word-Building Cards to *bet*.
- In Unit 9, Week 3, Day 3, during Word Work, the teacher displays Word-Building Cards *h*, *o*, *m*, *e*. The teacher says, "This is the letter *h*. It stands for /h/. These are the letters *o* and *e*. They act together as a team to stand for /ō/. This is the letter *m*. It stands for /m/. Let's blend the sounds together: /h/ /ō/ /m/, /hhhōōōmmm/. The word is *home*." The teacher repeats with *hole* and *hope*. The teacher writes the following words: *code*, *so*, *hose*, *go*, *rope*, *joke*, *note*, *spoke*. Students read each word, blending the sounds. The teacher guides practice with the first word. The teacher writes these sentences and prompts students to read the connected text, sounding out the decodable words: *We can go to vote. I hope I can get a cone*. During the Shared Reading portion of the lesson, the students reread *Look! A Home!*

Materials provide frequent opportunities to read high-frequency words in connected text and tasks.

Examples include, but are not limited to:

- In Unit 2, Week 1, Day 1, during Word Work, the teacher displays page 22 of the Big Book, *The Handiest Things in the World*, and reads the sentence, "Flap a hand to make a breeze," pointing out the high-frequency word *a*. The teacher then uses the High-

Frequency Word Card *a* with the Read/Spell/Write routine to teach the word.

- "Read: Point to the word *a* and say the word. This is the word *a*. Say it with me: *a*. I see a rainbow.
  - Spell: The word *a* is spelled *a*. *A* is a word with just one letter. Let's read and spell it together.
  - Write: Let's write the word in the air as we say each letter: we write it: *a*.
  - Point out to children that the word *a* has a different sound from the /a/ sound in the word *am*.
  - Partners create sentences using the word."
- In Unit 5, Week 2, Day 3, during Word Work, the teacher writes the following sentences and students chorally read as the teacher tracks the print. This is repeated several times.
    - "We are in the den.
    - Ted and Sam are like you.
    - Pam and Tim are in.
    - You are in the pen."

The teacher distributes Practice Book pages 223–224 and helps students assemble their Take-Home Books. The students chorally read the Take-Home Book with the teacher. The students reread the book to review high-frequency words and build fluency.

- In Unit 9, Week 2, Day 3, during Word Work, the teacher displays the High-Frequency Word Card *play*. The teacher reviews the word using the Read/Spell/Write routine. The teacher repeats the routine, using the word *has*. The teacher points to the High-Frequency Word Card *play* and students read it. The teacher repeats with *has*, *help*, and *too*. The teacher writes the following sentences and students read them aloud several times.
  - "He has a bike.
  - She can play with the cat.
  - I like to play.
  - Can the dog play with him?"

The teacher distributes Practice Book pages 405–406 and students assemble their Take-Home Books. The students and teacher chorally read each Take-Home Book. Students read the books again to practice fluency. During the Shared Read, the teacher and students read *We Can Play*.

Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. Examples include, but are not limited to:

- In Unit 2, Week 3, Day 2, during the Shared Writing part of the lesson, the teacher explains to students that they will work together to write a response to a question or a prompt. The teacher reads the prompt aloud, "How are the words on some pages different from most books? Why do you think the author chose to place them this way? To respond to this prompt, we will reread parts of *I Love Bugs!* and look for words that are placed in interesting ways." If needed, the teacher models completing this sentence frame: *On pages \_\_\_\_\_, the words \_\_\_\_\_.* Then they continue with the following sentence frames, sharing the pen as children suggest how to complete them: *Some words are different because \_\_\_\_\_.* *The author wants to make the words look like \_\_\_\_\_.*

The teacher reads the final responses while tracking the print.

- In Unit 3, Week 1, Day 4, during Independent Writing, students edit and proofread their writing. As students edit their work, they check for the following:
  - Complete sentences are formed, and sentences start with a capital letter and end with a punctuation mark.
  - Words with /i/ i are spelled correctly.
  - High-frequency words are spelled correctly.

If students need additional practice with editing and proofreading, they use Practice Book page 126. Partners exchange drafts and take turns reviewing them for each point above. Partners discuss and fix errors together.

- In Unit 7, Week 2, Day 4, during Independent Writing, students edit and proofread their writing. As students edit their work they are checking for the following:
  - Verbs are used correctly.
  - Words with /g/ g and /w/ w are spelled correctly.
  - High-frequency words are spelled correctly.
  - All sentences end with an appropriate punctuation mark.

If students need additional practice with editing and proofreading, they use Practice Book page 314. Next, partners exchange drafts and take turns reviewing them for each point listed above. Partners discuss and fix errors together.

#### INDICATOR 1S

Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

4/4

The materials reviewed for Kindergarten meet the criteria that materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

Instructional materials provide opportunities throughout the entire program on a weekly, monthly, and quarterly basis to assess students' mastery of foundational skills and to progress monitor student growth. Students are assessed at the end of each unit using a summative unit assessment of designated skills taught during that unit that include phonics, phonemic awareness, comprehension, and fluency. Teachers are provided with guidance on how to use the data from the assessment to provide flexible grouping and differentiated learning experiences. Teachers are instructed to use running records every four to six weeks to monitor students' word reading fluency and application of

decoding skills. Teachers are also provided a detailed assessment guide that describes the purposes and uses of all assessments in the program that are available to determine student proficiency.

Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Examples include, but are not limited to:

- In Placement and Diagnostic Assessment, page xvii, the materials explain that beyond the initial placement of students into the appropriate *Wonders* level of materials, students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace. The program suggests that teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks. A chart is provided for general testing scheduling guide.
- In Unit 2, Week 4, Day 3, Summative Assessment, the teacher administers the summative assessment that assesses the following skills taught throughout Units 1 and 2:
  - High-frequency words: *the, we, see, a, like*
  - Phonemic Awareness: phoneme isolation, phoneme blending, phoneme segmentation
  - Phonics: /p/-initial and final, /t/-initial and final
  - Fluency: Assess fluency using the Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Sight Word Fluency (SWF) assessments in *Fluency Assessment*.
  - Running Records: Use the instructional reading level determined by the Running Record Calculations for regrouping decisions.
- In Unit 4, Week 4, Day 3, Summative Assessment, the teacher administers the Unit 3 and 4 Summative Assessment which assesses:
  - HFW: *to, and, go, you, do*
  - Phonemic Awareness: phoneme isolation, phoneme blending, phoneme categorization, phoneme segmentation, and phoneme identity
  - Phonics: /i/i-initial/medial; /n/n-initial/final; /k/c-initial; /o/o-initial/medial; /d/d-initial/final; s-blends-*sn, sp, st*
  - Fluency: Assess fluency using the Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Sight Word Fluency (SWF) assessments in *Fluency Assessment*.
  - Running Records: Use the instructional reading level determined by the Running Record Calculations for regrouping decisions.
- In Unit 9, Week 3, Lesson 5, teachers are provided a progress monitoring assessment to informally assess foundational skills. Informally assessed skills include: Count and Blend Syllables, Phoneme Identity, Phoneme Blending, Phoneme Substitution, long o: o\_e, high-frequency words *where* and *look*.

Assessment materials provide teachers and students with information on students' current skills/level of understanding. Examples include, but are not limited to:

- In Placement and Diagnostic Assessment, pages viii and ix, the materials explain how to group students based on students' results

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for the Kindergarten Placement Assessments: Phonological Awareness Subtests and Letter Naming Fluency. For students who score 80% correct or higher on the Phonological Awareness Subtests AND at or above the appropriate benchmark for the Letter Naming Fluency Assessment, the teacher is instructed to begin instruction with *Wonders* On Level materials. The teacher is to use Beyond Level materials for students who score high on placement assessments and easily complete On Level assignments. For students who score 60–79% correct on the Phonological Awareness Subtests AND at or above the appropriate benchmark for the Letter Naming Fluency Assessment, the teacher is instructed to begin instruction with *Wonders* Approaching Level materials. For students who score below 60% correct on the Phonological Awareness Subtests OR below the appropriate benchmark for the Letter Naming Fluency Assessment, the teacher is instructed that these students require focused, intensive instruction and that they should place students in *Wonders* Approaching Level materials and use intervention materials based on placement test results.

- In Unit 4, Week 4, Day 4, teachers are cued to utilize a running record to determine students' reading levels and strategies.

Materials support teachers with instructional adjustments to help students make progress toward mastery in foundational skills. Examples include, but are not limited to:

- In every unit, week, and day, there are Small Group Differentiated Instruction lessons for students who are placed in Approaching Level, On Level, and Beyond Level for phonemic awareness, phonics, high-frequency words, and leveled reading.
- In the Assessment Handbook, page 50, teachers are given guidance on how to use the assessment data to make adjustments in instruction for students. For example, in *Making Instructional Decisions: How to Make Instructional Decisions*, to make sound instructional decisions, "you should do the following:
  - Interpret: Look at the data you have collected from various types of assignments or over time. Draw conclusions based on what you are seeing in the data to interpret the patterns you may notice: "This means that he is comprehending beyond grade level because he is good at using context clues. He figures out what the words mean so fast that he skips over some vocabulary and doesn't learn it."
  - Decide: What can you do to meet the student's learning needs?
  - Check: As you collect ongoing information about student progress, continue to check this information against your interpretation.
  - Modify: Change your instructional decisions if they are not achieving the intended results. Compare results from different assessments:
    - Look for corroborating evidence across the different kinds of assessments; use multiple measures.
    - Different sources of information should reinforce your decisions. The types of instructional decisions you need to make include the following: • decisions about grouping (who to teach) • decisions about learning goals and objectives (what to teach) • decisions about materials, methods, and rate of instruction (how to teach)."
- In Unit 4, Week 4, Day 3, during Summative Assessment, the teacher reviews the assessments with students and students correct their errors. Then the teacher is prompted to use available data to guide decisions about providing reteaching and enrichment opportunities for additional support options for students. The teacher can use the online assessment center for the item analysis report and standards analysis report.

## INDICATOR 1T

Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills.

4/4

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks providing high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

Instructional materials provide opportunities for the teacher to differentiate foundational skills lessons through the small group differentiated instruction for each unit, week, and lesson. Students are provided multiple opportunities throughout daily experiences to practice foundational skills and concepts learned throughout the whole group instruction and opportunities to apply learning during small group differentiated instruction. Foundational skills are differentiated with the leveled text selection for each group that include On Level, Approaching Level, Beyond Level, and ELL.

Materials provide high-quality learning lessons and activities for every student to reach mastery of foundational skills. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 3, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, the teacher reteaches the high-frequency word *the*. The students participate in a phonemic awareness lesson with a phoneme where they identify which sound is the same in each group of words. Students participate in a picture sort activity where they identify the picture that begins with the sound /m/ and letter *m*. Students in the On Level group participate in a phonics lesson. For each word said that begins with /m/, the students write the letter *m* on their boards. Students in the Beyond Level participate in a vocabulary lesson for synonyms.
- In Unit 3, Week 2, Day 1, during Small Group, the teacher displays the *net* Photo Card and explains to students, "This is *net*. The first sound is /nnn/. Say it with me. Say *net*. The first sound in *net* is /nnn/. Say the sound with me." The process is repeated with the *sun* Photo Card, emphasizing /n/ in the final position.
  - We Do: The teacher says *not* and students repeat it. The teacher asks, "What is the first sound in *not*? Say the sound together. What is the last sound in *fun*?" This process is repeated with *nut*, *nose*, *fan*.
  - You Do: The teacher says *news*, *nine*, *map*, and *test*. Students tell the initial sound in each word and then they tell the final sound in *can*, *pin*, *bus*, and *rip*.
- In Unit 6, Week 3, Day 2, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, during phonics, students write the initial sounds, including blends, that they hear in words. During phonemic awareness, students name each picture in a set and then say the sound that is the same in the set. During high-frequency word review, students create sentences using the high-frequency words, write the sentences, and then practice reading the sentences with partners. For the On Level Group, students participate in phoneme blending during phonemic awareness. During high-frequency word review, students read high-frequency words both in and out of context. During phonics, students read words with blends. Students in the Beyond Level



Group participate in the Read/Spell/Write routine with the high-frequency words.

- In Unit 10, Week 2, Day 1, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, during phonics, students review the spelling patterns for long vowels with magic *e*. During high-frequency review, students read sentences with the high-frequency words: *come, does*. During phonemic awareness, students participate in syllable substitution. Students in the On Level Group, participate in a phoneme identity activity with long vowel *e*. Students in the Beyond Level Group participate in a phonics activity where they write words with long *e*.

Materials provide guidance to teachers for scaffolding and adapting lessons and activities to support each student's needs. Examples include, but are not limited to:

- In Unit 2, Week 2, Day 1, during Writing Process, there are specific ways to differentiate the writing activity to support ELL students. For example, the materials state, "Use these scaffolds with the Analyze the Student Model."
  - Beginning: Point to and read aloud the title of the model. Use frames to help children describe the topic: Hanna wrote about the caterpillar.
  - Intermediate: Point to the speech bubble: Hanna wrote a nonfiction text. Nonfiction texts have facts. Point to the title of the student model. What did Hanna write about? She wrote about the caterpillar.
  - Advanced/Advanced High: Provide frames to help children describe the student model: Hanna wrote a nonfiction text. The topic is the caterpillar. It tells facts about the topic."
- In Unit 5, Week 1, Day 1, during whole group phonemic awareness instruction, students isolate the phoneme /h/ at the beginning of words. During Small Group Differentiated Instruction, for students in the Approaching Level Group, the teacher models counting and blending syllables. The teacher guides students to count and blend syllables and the students count and blend syllables independently. Students in the On Level Group participate in an activity where the teacher reviews isolating initial phonemes. The teacher guides students to isolate initial phonemes and students practice isolating initial phonemes independently.
- In Unit 9, Week 1, Day 1, during whole group high-frequency instruction, the teacher uses the Read/Spell/Write routine with the words *help* and *too*. During Small Group Differentiated Instruction, students in the Approaching Level, On Level, and Beyond Level read Leveled Readers that include these words.
  - Approaching Level reads *Let Me Help You*
  - On Level reads *How Can Jane Help?*
  - Beyond Level reads *I Used to Help, Too*

Students have multiple practice opportunities with each grade level foundational skill component in order to reach mastery. Examples include, but are not limited to:

- In Unit 1, Week 1, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the word *the* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.
- In Unit 4, Week 2, Day 1, during Phonemic Awareness, the teacher can refer to the tab at the far right of the page called English Language Learner. When the tab is opened, the teacher is given guidance on how to support ELL students during this phonemic awareness activity to offer extra practice. For example:

- "Phonemic Awareness, Guided Practice/Practice, Encourage children to say the phoneme /d/ several times. Point to a card and ask children to name it. Help them self-correct by modeling pronunciation. Then help children identify the initial sound using a sentence frame. For example: *Deer* begins with the sound /d/."
- In Unit 6, Week 3, Day 1, during Small Group Approaching Level, the teacher displays Word-Building Cards one at a time and says the letter name and the sound it stands for. For example: "Letter *r*, /r/. Repeat for *b*, *e*, *f*, *h*, *l*, *c*, and *k* and then *bl*, *cl*, *fl*, and *sl*."
  - We Do: The teacher displays Word-Building Cards one at a time and together says the letter name and the sound that each letter stands for.
  - You Do: The teacher displays Word-Building Cards one at a time and students say the letter name and the sound that each letter stands for.
- In Unit 6, Week 3, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the words *are*, *he*, *is*, *little*, *my*, *she*, *was*, and *with* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.
- In Unit 10, Week 2, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the words *come* and *does* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.

## Gateway Two

### Building Knowledge with Texts, Vocabulary, and Tasks

### Meets Expectations

Texts are organized around genres studies focused on an essential question and topic. Sequences of questions and tasks support students as they analyze both content and craft within and across texts. Questions and tasks invite students to demonstrate their knowledge of a topic through integrated (writing and speaking) tasks, including focused research topics. A cohesive, year-long plan supports grade-level writing, however vocabulary acquisition is limited and does not support the building of key academic vocabulary knowledge. The materials encourage and support a volume of independent reading, both in and out of class.

#### CRITERION 2A - 2H

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

30/32

Texts are organized around genres studies focused on an essential question and topic. Sequences of questions and tasks support students as they analyze the content, language, key ideas, details, craft, and structure within and across texts. Questions and tasks throughout each unit support students and allow them to demonstrate their knowledge of a topic through integrated tasks. Limited opportunities are present for students to build key academic vocabulary knowledge. A year-long writing plan also

supports students as they work toward grade-level proficiency. Students are engaged throughout the year in research projects that allow them to delve into a topic using multiple texts and source materials.

The materials promote and provide accountability for a volume of independent reading, both in and out of class.

## INDICATOR 2A

Texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

4/4

The instructional materials reviewed for Kindergarten meet the criteria that texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

Instructional materials provide students with the opportunity to build knowledge and vocabulary, and the ability to read complex texts throughout the school year around various topics. Each week, students are introduced to a big idea and focus on a topic that answers an essential question. Each week's topic is supported by texts that connect to the topic and enrich student's abilities to gain knowledge and vocabulary about the topic. The topic is explored throughout all texts during the week, including Literature Big Books, Paired Texts, Shared Reading, Interactive Read-Aloud, and the Small Group Leveled Readers.

Texts are connected by a grade-level appropriate topic. Examples include, but are not limited to:

- In Unit 1, Week 2, students answer the essential question, "How do baby animals move?" Texts read during this week include the Literature Big Books *Pouch* by David Ezra Stein and "Baby Animals on the Move" (unknown author), Shared Reading texts "We Can" and "I Can, We Can," which are about animals that can move, and Leveled Readers about animals moving, such as *We Hop!* by Ruth Montgomery and *We Can Move* by Carolyn Lee.
- In Unit 2, students learn about what they can find out when they use tools. Topics include: Week 1 - Tools We Use, Week 2 - Shapes All Around Us, and Week 3 - Bugs. In Week 1, students learn about tools and answer the essential question, "How do tools help us to explore?" Some examples of the texts connected to the weekly topic include the Literature Book *The Handiest Things in the World* by Andrew Clements and the Paired Text "Discover with Tools" (unknown author). Students also read the Interactive Read-Aloud "Tanimoto," which is a Japanese tale about a character who uses tools to overcome obstacles and the Shared Reading texts, "Pam Can See" and "We Can See" (unknown authors), which are about tools that help people see.
- In Unit 3, Week 1, students learn about the importance of rules and answer the essential question, "What rules do we follow in

different places?" Examples of texts connected to the weekly topic include the Literature Big Book *How Do Dinosaurs Go to School?* by Jane Yolen and the Paired Text, "Be Safe!" Students also hear the Interactive Read-Aloud "The Boy Who Cried Wolf" and read the Shared Reading texts "Can I Pat It?" and "Tim Can Tip It" (unknown author).

- In Unit 4, students learn about their neighborhood. In Week 1, students answer the essential question, "What do people use to do their jobs?" In Week 2, students answer the question, "Who are your neighbors?" and in Week 3, students answer the question, "How can people help to make your community better?" Texts that students read to build knowledge include the Literature Big Books, *Roadwork* by Sally Sutton and "A Community Garden" (unknown author). Texts used in small group reading that are organized around this topic include *We Clean!* by Ellen Danlholt, *Can You Fix It?* by Quinn Baker, and *Helping Mom* by Terry Miller Shannon.
- In Unit 5, Week 3, students learn about things that grow on a farm. Texts that help build knowledge around this topic include *An Orange in January* by Dianna Hutts Aston and "Farmers Market" (unknown author). Students also listen to the Interactive Read-Aloud "Farms Around the World" (unknown author). Leveled Readers for small group instruction include *The Farmer* by Carolyn Lee, *Let's Make a Salad* by Franke Hartley, and *Farm Fresh Finn* by Kathy Pargang.
- In Unit 6, students learn about weather and spend the first week reading about the four seasons, the second week about the weather, and the third week about stormy weather. In Week 1, students answer the essential question, "How are the seasons different?" Texts around this topic include *Mama, is it Summer Yet?* by Nikki McClure and "New Snow" (unknown author). The Interactive Read-Aloud is called "A Tour of the Seasons" (unknown author), and the Shared Reader is called "Is it Hot?" (unknown author).
- In Unit 7, Week 3, students learn about where animals live. Students listen to the Literature Big Book, *Bear Snores On* by Karma Wilson, along with the Paired Text, "Animal Homes" (unknown author). The Shared Reading is called "A Vet in a Van" (unknown author), and the Interactive Read-Aloud for the week is the tale "Aunt Nancy" (unknown author). The Leveled Readers also teach about where animals live and are *We Want Water* by Frankie Hartley, *A New Home* by Suzanna Fallen, and *Bird's New Home* by Lori Mortensen.
- In Unit 8, students focus on the big idea, "Where can you go that is near and far?" In Week 1, students learn about what can help them move places. In Week 2, students learn about the country, and in Week 3, students learn about what they see in the sky. In Week 3, students hear the Literature Big Book, *Bringing Down the Moon* by Jonathan Emmett, along with the Paired Text, "Day and Night Sky" (unknown author). The Shared Reading is "Up! Up! Up!" (unknown author), and the Interactive Read-Aloud is called "A View from the Moon" (unknown author).
- In Unit 9, Week 3, students learn about how nature can be used to make new things. The Literature Big Book is *Bread Comes to Life* by George Levenson and the Paired Text is "Nature Artists" (unknown author). Students read "Look! A Home" (unknown author) for the Shared Reading and listen to "Nature's Art Fair" (unknown author) for the Interactive Read-Aloud.
- In Unit 10, students learn about how new ideas can help people. In Week 1, students focus on what can happen when people work together and in Week 2, students focus on the ways things are alike and different. In Week 3, students focus on ways to protect the Earth. In Week 1, students learn about solving problems and answer the essential question, "What can happen when we work together?" Some of the texts around this topic include the Literature Big Book, "What's the Big Idea Molly?" by Valerie Gorgachev and the Paired Text "Working Together!" (unknown author). The Interactive Read-Aloud is "The Elves and the Shoemakers" and the Shared Reading is "Good Time for Luke!" (unknown author).

**INDICATOR 2B**

Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

4/4

The materials reviewed for Kindergarten meet the criteria that materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

The materials provide opportunities for students to identify key ideas, details, and analyze structure and craft in every unit. Students are given retelling cards to retell and answer questions for the Literature Big Book story. Students are introduced to the Strategy and the Skill that they will be working on throughout the week. These strategies and skills contain questions and tasks that helps students to make meaning and build understanding of texts and topics.

For most texts (read-aloud texts K-1 and anchor texts in Grade 2), students are asked to analyze words/phrases or author's word choice (according to grade level standards). Examples include, but are not limited to:

- In Unit 5, Week 1, Day 1, Teacher Edition, Listening Comprehension, *My Garden* by Kevin Henkes, the teacher states, "Morning glories are a kind of flower. Have a volunteer point them out on page 25. Can you make a picture in your mind of flowers shining like stars? Tell what you imagine."
- In Unit 9, Week 2, Day 2, Teacher Edition, Listening Comprehension, *Hen Hears Gossip* by Megan McDonald, the teacher begins by asking the students to reread the big book pages 12–15. Then the teacher has partners talk about what happens by asking the questions, "What does Goose tell Turkey? What does Turkey tell Hen?" Students draw what Goose and Turkey say. Did either animal hear correctly? Why do the animals say these things? The teacher guides the children to understand that each animal hears and repeats the wrong words. Students then answer the question on page 36 using the Reading/ Writing Companion.

For most texts (read-aloud texts K-1 and anchor texts Grade 2), students analyze key ideas and details, structure, and craft (according to grade level standards). Examples include, but are not limited to:

- In Unit 1, Week 1, Day 1, Teacher Edition, Whole Group, Literature Big Book, Key Details, *What About Bear?* by Suzanne Bloom, the teacher asks the questions:
  - "How does Bear feel? How do you know?"
  - What new game does Fox want to play?
  - What game are the animals playing?
  - How does this game help them solve a problem?"

- In Unit 5, Week 1, Days 1-5, Teacher Edition, Whole Group, Literature Big Book, *My Garden* by Kevin Henkes, the teacher discusses how characters in realistic fiction are like real people. Students are reminded what character, setting, and events are and to look for clues and details as they read. On Day 2, the teacher models by reminding students what character, setting and events are and then uses the strategy of think-aloud to demonstrate how to process the characters, setting and events in the text. Using Reading/Writing Companion pages 12-13, students answer the questions:
  - "Who are the characters? Have children point to the characters in the art.
  - Where does the story take place? What does the girl's imaginary garden look like? Have children use clues from the text and illustrations to describe the setting.
  - What happens in the girl's make-believe garden? Have children write the characters and the setting on pages 12– 13. Ask them to draw an event that the girl imagines happening in her make-believe garden on page 13."
- In Unit 10, Week 3, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *Panda Kindergarten* by Joanne Ryder, the teacher asks, "What key details did you learn from the text? What does the photograph show?" Students respond to the text using the Reading/Writing Companion. On Day 2, the text is reread and students are asked to write three key details on the graphic organizer on page 57.

## INDICATOR 2C

Materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

4/4

The materials reviewed for Kindergarten meet the criteria that materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

Throughout the year, students are provided with opportunities to engage in questions and tasks that are text-based and help build knowledge across single texts and across multiple texts. Each weekly text set centers around a topic with questions and tasks that ask students to refer back to the text to find information and support answers to questions in order to complete tasks. Questions and tasks require connected knowledge and ask students to connect ideas between multiple texts. In addition, at the end of each week, students wrap up the week by making connections between multiple texts.

Students are asked sets of coherently sequenced questions and tasks that support students' analysis of knowledge and ideas. Examples include, but are not limited to:

- In Unit 1, Week 3, students learn about how senses help them learn. Throughout the week students are asked questions to help build knowledge, including, "What senses is the girl using to learn about the flower? What other sense could she use? How does a fluffy towel feel? What else feels fluffy? What are the five senses that we learned about in the book?," while listening to *Senses at the Seashore* by Shelley Ratner.

- In Unit 2, Week 1, students learn about how tools help us explore and listen to the book, *The Handiest Things in the World* by Andrew Clements. Questions to build knowledge while students listen to the book include, “The boy in the picture is holding up his hands. What is he using them to do? How do you know? What things in the picture help to stop the sunlight from going in the boys’ eyes? What is another type of tool that can help to stop sunlight from going into our eyes? What does a girl do to make her hair tidy? What tools is the girl using to make music?”
- In Unit 4, Week 3, students learn about how people in a community can make it better and listen to the book *Roadwork* by Sally Sutton. Students are asked questions while listening to the book to build knowledge, including, “What are the steps for painting the lines on the road? What steps do the workers do after they plant the trees in the ground? What are some things the workers need to do before the road is ready to use?”
- In Unit 5, Week 2, students learn about how living things change as they grow and listen to the text *A Grand Old Tree* by Mary Neweel Depalma. Students are asked, “Where does the bird take the seed?” and are given sentence starters, such as, “An important fact is...” and “The most important part is...”.
- In Unit 7, Week 1, students learn about animals and listen to the text, *ZooBorns!* by Andrew Bleiman and Chris Eastland. Students are asked questions to build knowledge such as, “How is the baby gorilla the same as the baby orangutan? How is it different? How is the wombat like the fennec fox? How will the baby beluga be like its parents?”
- In Unit 9, Week 3, students learn about how things in nature can be used to make new things. Students listen to the text *Bread Comes to Life* by George Levenson and are asked, “What happens after the seeds grow? What ingredients does the baker use to make the dough? What is the last step to make the bread?”

Students are also asked to make connections between texts in order to build knowledge. Some examples include:

- In Unit 1, Week 2, students listen to *Pouch* by David Ezra Stein and the poem “The Little Bird” (no author). In their Reading/Writing companion, students compare how the little bird moves with the way Joey moves in *Pouch*. Students are provided with the sentence frames “The little bird can \_\_\_\_\_. Joey can\_\_\_\_\_.”
- In Unit 3, Week 3, students make connections about different texts including, “Field Trips” (unknown author) and *Please Take me for a Walk* by Susan Gal. Students talk with a partner to compare the selections by answering the question, “What kind of neighborhood workers were in both selections?” For the final project of the week, students work with a partner to compare *Please Take me for a Walk* and “A Neighborhood” (unknown author). They discuss how the texts are alike and different and how they help to answer the essential question.
- In Unit 5, Week 2, students learn about how living things change as they grow. They integrate knowledge across texts throughout the week. On Day 3, students work with a partner to integrate ideas between “The Pine Tree” (unknown author) and *A Grand Old Tree* by Mary Newell DePalma. Students discuss the ways both stories describe the life of a tree. They focus on how the stories are different and how they are alike. For the final task of the week, students compare *A Grand Old Tree* to “From a Seed to a Tree” (unknown author). Students discuss how the texts are alike and different and how they help answer the essential question.
- In Unit 9, Week 1, students listen to *Peter’s Chair* by Ezra Jack Keats and the poem “My Grandma Says” (unknown author). Students compare the child in the poem to Peter in *Peter’s Chair* in their Reading/Writing companion.

## INDICATOR 2D

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic (or, for grades 6-8, a theme) through integrated skills (e.g. combination of reading, writing, speaking, listening).

4/4

The materials reviewed for Kindergarten meet the criteria that the questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

Instructional materials provide students opportunities to complete culminating tasks that are related to the text they are reading. Culminating tasks integrate reading, writing, speaking and listening skills and provide opportunities for students to show their knowledge of a topic.

Culminating tasks are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level. Examples include, but are not limited to:

- In Unit 1, the Essential Question states, "How can your senses help you learn?" Students complete research about one of the five senses and are asked to present their research.
- In Unit 2, Week 1, Research and Inquiry, students discuss other tools that help scientists explore and then choose one to learn about. Students then write a question about how scientists use this tool. In Step 3, students are encouraged to look at books or use the Internet. Then they draw a picture about what they have learned and decide how they will present their work.
- In Unit 3, Week 3, Day 5, Reading Writing Companion, Integrate Ideas: Research and Inquiry, the Essential Question for the week is, "What places do you go during the week?" Using pages 82-83 of the Reading/Writing Companion, students research places in their school. The teacher models completing the pages by going through the research process.
  - Step 1: Choose a topic: "The project is to research one place in school that I want to learn about. First I need to choose a place. I like the cafeteria, I will choose that."
  - Step 2: Write your Question: "I need to decide what I want to find out about the cafeteria. I would like to know how much food it takes to feed the entire school."
  - Step 3: Find Information: "To find the answer to my question, I need to do research. I can do research by visiting the cafeteria and talking to the people who make our lunch."
  - Step 4: "Now that I know how much food it takes to feed the school, I can draw a picture that shows how all of the food in the cafeteria is stored and how much is used each day."
  - Step 5: "I am going to make a map of the cafeteria. I will show the kitchen on my map. I will also show where they store the food and how much is used."
- In Unit 6, Week 2, Research and Inquiry, students discuss different kinds of weather and then choose one that they would like to learn about. Students then write a question about this kind of weather. In Step 3, students are encouraged to look at books or use the Internet. Then they draw a picture and write about what they have learned and decide how they will present their work.

## INDICATOR 2E



Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

2/4

The materials reviewed for Kindergarten partially meet the criteria that materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

Instructional materials provide limited opportunities for students to interact with and build key academic vocabulary words in and across texts. Occasionally, academic vocabulary supports the text, but most of the time the academic vocabulary is related to the text structures and strategies. Vocabulary presented during the Oral Language portion of the lessons do not always connect to the texts students are listening to or reading. Guidance is provided to teachers in the form of videos, articles, and a handbook. The online weekly planner does not provide guidance for teachers to adequately develop academic vocabulary. Many different academic vocabulary and other vocabulary words are introduced during the week with no consistent and cohesive learning essential to building text vocabulary. Many times academic vocabulary is provided as a list of italicized words on the side of the menu under Academic Vocabulary. Materials do provide a vocabulary development component in the Tier 2 Intervention booklet.

Examples include, but are not limited to:

- In the
- Instructional Routine Handbook, page 77, teachers are guided through a four-step routine that can be used throughout the year to introduce vocabulary.
  - Step 1: Introduce (Explain the vocabulary routine.)
    - Teacher example, “Today we will learn new vocabulary words. I will say a vocabulary word, define it, and use it in a sentence. Then, I will ask you to use the word in a sentence. The more we practice using the new words, the better readers and writers we will be.”
  - Step 2: Model (I Do): Define/Example/Ask
    - Teacher example, “I am going to say the vocabulary word so you can hear the correct pronunciation. Then I am going to define it and use it in a sentence.”
  - Step 3: Guided Practice (We Do): Students are given opportunities to use and apply words.
    - Teacher example, “I am going to describe some things. If what I describe is an example of people cooperating, say cooperate. If it is not, do not say anything. • Two children setting the table for dinner • Two children grabbing the same book • Two children putting crayons back in the box.”
  - Step 4: Independent Practice (You Do): ) “Individual turns allow you an opportunity to assess each student’s skill level and provide additional practice for those students who need it. Near the end of each week, students should write sentences in

their word study notebooks using the words.”

- In Unit 1, Week 3, Literature Big Book, *Senses at the Seashore* by Shelley Rotner, Academic Vocabulary: *senses*, the materials ask students to, “Reread pages 12–13. The author tells the story by using words and photos that tell about what the children experience at the seashore using their senses. In the photograph on page 12, what do you see the fishermen using to catch the fresh fish? (a net)” In Independent Writing, using the story, “Sam Can See”, “Describe how Sam is using his other senses. What might he feel, smell, and hear? Have children read their drafts to see if they responded to the prompt.” In Speaking, children discuss what they have learned this week about how they use their senses to learn. Students use page 142 of their Reading/Writing Companion and discuss with a partner how they can use their senses to learn about the flowers in the picture.
- In Unit 3, Week 1, Academic Vocabulary, Day 1, students connect the vocabulary to the concept by introducing the word *fiction* through the learning of the genre. The teacher discusses the word with the students, “Tell children that *How Do Dinosaurs Go to School?* is fiction. How do we know a story is fiction? (made-up, has characters and events) Fiction also has a setting. Setting is where the story takes place.” Students then review the fiction anchor chart. While listening to the Literature Big Book, *How Do Dinosaurs Go to School?* the teacher thinks aloud, “I know that fiction is a made-up story that has characters and events. The character is the dinosaur. The event is the dinosaur racing up the stairs. Dinosaurs do not exist in real life. These details tell me the story is fiction.” Continuing further into the text, the teacher asks the students how they know that the text they are reading is fiction. On Day 2, the Literature Big Book is used for the teacher to remind students that this text is fiction and the fiction anchor chart is reviewed. The other texts contained within the week do not feature the academic vocabulary introduced in the first two days.
- In Unit 8, Week 2, Day 1, Teacher Edition, Talk About It, students are presented oral vocabulary words, *country* and *travel*. Students use the Define, Ask, Example routine to build a deeper understanding of the vocabulary. Using the Reading Writing Companion, pages 30-31, students are asked, “Why is this statue important to our country? Explain that the statue stands for freedom, and the United States was built on the idea that it is important to protect people’s freedom.” Students write a fact they know about our country. On Day 2, the Define/Example/Ask routine is used again to review the oral vocabulary words *country* and *travel*. Students are prompted to use the words in sentences. On Day 3, students are reminded that they learned the words *country* and *travel*. The teacher asks, “What is a country? What does travel mean?” The Define/ Example/Ask routine is used to introduce three additional vocabulary words *careful*, *purpose*, and *connect*. On Day 4, the teacher uses the Define/Example/Ask routine on Visual Vocabulary Cards to review the oral vocabulary words *country*, *travel*, *careful*, *purpose*, and *connect*. Students use the words in sentences.
- In Unit 9, Week 1, Day 2, the teacher uses the read-aloud text *Peter’s Chair* to model how to use prefixes to understand the meaning of a word. The teacher uses the following Think Aloud, “The word *painted* is in the sentence: ‘That’s my cradle,’ he thought and they painted it pink. Using sentence clues we can tell that the cradle used to be a different color. If we add the letters *re* to the beginning of the word, it makes a new word, *repainted*. The word part *re* means again so repainted means painted again.”

## INDICATOR 2F

Materials include a cohesive, year-long plan to support students’ increasing writing skills over the course of the school year, building students’ writing ability to demonstrate proficiency at grade level at the end of the school year.

The materials reviewed for Kindergarten meet the criteria that materials contain a year-long, cohesive plan of writing instruction and tasks which support students in building and communicating substantive understanding of topics and texts.

Materials provide frequent opportunities for students to respond to writing prompts on a variety of texts. Scaffolded instruction is provided through a series of instructional supports that include sentence frames, class discussions, and shared writing as well as teacher think-alouds. The teacher guides children to respond to a prompt, using sentence frames as needed. In Independent Writing, students start by reviewing a student writing sample that includes the weekly writing skill. Students then respond independently to a new prompt as they practice the skill.

Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year. Examples include, but are not limited to:

- In Unit 1, Reading Writing Companion, Research and Inquiry, students discuss how to be a good friend and write about what a good friend might do. Students talk with classmates and ask them to answer the same question. Students then draw what they learned.
- In Unit 2, Week 3, Day 2, Shared Writing, teachers use a sentence frame to support students. For example, “Some words are different because \_\_\_\_\_. The author wants to make the words look like \_\_\_\_\_.” The teacher provides the sentence frame “On pages \_\_\_\_\_, the words \_\_\_\_\_.” to guide the students in citing text evidence.
- In Unit 4, Reading Writing Companion, students respond to the text *Whose Shoes?* by Stephen Swinburne, by discussing an important fact they learned and an interesting part of the text. They draw a “worker who wears special clothes” and then write a sentence about the clothes they wear.
- In Unit 6, Reading Writing Companion, students discuss ideas and characters for a realistic fiction story. They draw a story idea and write the name of the character. Students write about an event, using an exemplar of a draft of a realistic fiction story to help write their story. Sequence is shown to the students so that they can incorporate it into their realistic fiction. At the end of this task, students share and evaluate by presenting their work to a partner and taking turns. Students use a Writing and Grammar checklist of yes/no to answer statements such as, “I wrote a realistic fiction story” or “I wrote about a character who acts like a real person.” Students self-evaluate their work by writing what they did well in their writing and what they need to work on.

Writing instruction supports students’ growth in writing skills over the course of the school year. Examples include, but are not limited to:

- In Unit 2, Week 1, Day 2, Shared Writing, the teacher introduces the prompt and leads the students to review the text for evidence. The prompt is, “Why does the author call this book *The Handiest Things in the World?*” The teacher instructs the students to use words from the prompt to create the first sentence. “The handiest things in the world are our hands.” Then the teacher provides action words as students form sentences.
- In Unit 6, Week 1, Shared Writing, *Mama, Is It Summer Yet?* by Nikki McClure, the students and the teacher work together to write a response to a prompt. “Look at pages 28–31 of *Mama, Is It Summer Yet?* Do you think the author did a good job showing

what season it is? Why or why not?" During Days 3, 4, and 5 students write to the prompt, "Did the author do a good job at showing what fall and winter are like?" for Independent Writing on the text, *Is It Hot?*

- In Unit 9, Week 1 Day 1, Shared Writing, the teacher instructs students on answering the prompt, "Write a journal entry from Peter's point of view telling how he feels about his baby sister, Susie." The teacher says, "To respond to this prompt, we need to tell about Peter's feelings as if he were writing the journal entry. We need to look for clues that help us understand how Peter feels in the story *Peter's Chair*." The teacher uses shared writing to compose the first sentence with the class. Then the teacher provides sentence frames for students that make connections between texts and self.
- In Unit 10, Week 2, Day 1, Shared Writing, after students read *All Kinds of Families* by Mary Ann Hoberman, they respond together to the prompt, "What types of families did the author write about?" On Day 2, students find text evidence on pages 34-35 of the Reading Writing Companion. After students reread the story, they write the key details from pages 34 and 35 of the text.

## INDICATOR 2G

Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.

4/4

The materials reviewed for Kindergarten meet the criteria that materials include a progression of focused, shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.

The materials provide opportunities for students to participate in research projects using a five-step research guideline. The first step is to choose a topic; the second step is to write a question; the third step is to find information; the fourth step is to draw and/or write about what they learned; and the final step is to present the research. Each week beginning in Unit 1, Week 1, students are provided with one research and inquiry opportunity. The research projects help students further develop their knowledge and understanding of the topic explored throughout the week. The teacher is provided support and guidance in the Instructional Routines Handbook for how to present the research process to students. A scoring rubric is also provided to the teacher in the Instructional Routines Handbook.

In the Instructional Routines Handbook, teachers are provided information on how to guide students through the Research and Inquiry process. A sample rubric is also provided that includes a 4-point rating scale. The research process routine instructs the teacher to:

- Set research goals and introduce the project, as well as clearly identify the research focus and end product.
- Identify sources such as texts read in class, digital media, print sources and/or interviews with experts.
- Find and record information by guiding students as they search for relevant information from sources.
- Organize and help students review and analyze the information they have gathered. Students should identify the most useful information, use a graphic organizer to sort and clarify categories of related information, and identify any areas where they

need further information.

- Synthesize and present research by planning how to best present their work. Students may include audio and/or visual displays to enhance presentations, check that key ideas are included in the presentation, and rehearse the presentation.

Research projects are sequenced across a school year to include a progression of research skills.

Examples include, but are not limited to:

- In Unit 1, Week 1, students learn about friendship. Students are guided through a five-step process for research. Step 1 is to choose a topic. The teacher models an example of this, “The project is to learn about how to be a good friend. I like to share with my new friends, so my topic to research will be sharing.” In Steps 2 through 5, the teacher continues with modelling by writing a research question, finding information, drawing and/or writing what they learned, and then choosing a way to present the work. Students begin the project by talking with a partner about what good friends do before coming up with a research question.
- In Unit 2, Week 1, students develop a plan that helps scientists explore the world. Students use pages 30-31 of the Reading/Writing Companion to talk about tools that scientists explore and then choose one to research. Students go through the five-step research process. For Step 5, students select a way to create their final project. They can choose between drawing and labeling a picture, creating a poster, making a model, and/or putting on a dramatic presentation.
- In Unit 3, Week 1, students research rules they follow for safety either at home or school. Students complete their research either in books or the internet.
- In Unit 4, Week 2, students learn about what neighbors do throughout the week-long unit. Students research to learn more about what neighbors do. The teacher models the five-step process of research before students complete each step. For Step 3, the teacher models by saying, “To find the answer to my question, I need to do some research. I can do research by interviewing my classmates and recording their answers.” Students then apply these skills themselves.
- In Unit 7, Week 3, students conduct research to learn more about animal habitats. The teacher models using polar bears and the Arctic and models his/her thinking before students begin. For example, the teacher says, “I need to decide what I want to find out. My question will be: What makes the Arctic a good home for polar bears?”
- In Unit 8, Week 2, students learn about America. Starting on Day 4, students research to learn more about Americans who helped our country. The teacher continues to model the five-step process and then students apply the research skills in their Reading/Writing Companion.
- In Unit 9, Week 2, students learn how to be a good citizen and research ways to be a good citizen. Students use some of the texts from the week such as *Hen Hears Gossip* by Megan McDonald and *We can Play* (no author) to complete their research.

#### INDICATOR 2H

Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

4/4

The materials reviewed for Kindergarten meet the criteria that materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

Kindergarten materials provide opportunities for students to read independently in and out of class. The materials include routines for choosing a book, how to build classroom and school libraries, independent reading journals, teacher and student conferences, as well as rubrics. Many opportunities for independent reading and books for students to read independently are included within the reading class time. Materials include a School-to-Home letter each week that provides information for parents to have their children read.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, pages 109-127, teachers are provided with support on how to foster independent reading routines in the classroom. This section of the handbook gives routines for how to choose a book, how to build a classroom library, independent reading journals as well as teacher and student conferences. On page 112, a teacher-student conference is routine is presented.
  - "Make a positive observation about the student's reading or book choice. Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.
  - Talk about how the reading is going. Why did you choose this particular book or genre? Why did you abandon this book? How is your current book going? Are you using Thinking Codes and are they helping? What strategies are you using and what ones do you need help with? How are you solving problems as you read? Who is your favorite character and why? What is your favorite part so far and why?
  - Ask the student to read aloud for a minute or two. This will help you assess their accuracy, fluency, and comprehension.
  - Highlight a student strength. I really like the way you used context clues to figure out what that word means. And adding that word to your writer's notebook is a good idea.
  - Suggest a specific goal the student can work on. When you have an opinion, make sure to find text evidence to support it.
  - Record notes from your conference. Conference forms to use with the students are provided on pages 121-122."
- In the Instructional Routine Handbook, page 111, a six-step procedure is given to the teacher to guide students through the independent reading process. The handbook states on page 110, that a Kindergarten student should be reading for 10-15 minutes independently each day.

1. "Select a book that interests you. Check the book to make sure it's the one you want to read. See the Five-Finger Rule on page 120 as one way to help students check how difficult a book is. See the Additional Strategies on pages 113–119 for more ways to help students choose a book.
2. Read the book each day during Independent Reading time. Use the skills and strategies you've been working on.
3. Think about what you're reading. You can use Thinking Codes to record your thoughts or write about them in your writer's notebook.
4. Record what you've read at the end of each Independent Reading session. Keep track on your

Reading Log. There are many suggestions for keeping students accountable for their independent reading in the Additional Strategies section. Using a Reading Log is just one way.

5. Share your opinion of the book when you're done. Tell a friend, write a review, make a poster, or ask your teacher for ideas.

6. Begin again! Time to pick a new book!"

- In the Instructional Routine Handbook, a Reading Log is provided. The log asks students to document the date they read a book, title, genre, their opinion of the book using three faces (smile, straight, sad faces), and how hard the text was to read on a scale of C: Complex, E: Easy to me or JR: Just Right. The final column asks students to put a check mark if they are still reading, an A if they abandoned the text, or an F if they finished.
- The curriculum includes a Running Records/Benchmark Books that enables the teacher to track students' reading level throughout the school year. It suggests that a running record should be completed every four weeks. It also states that teachers should set aside time to conduct one running record per day as an ongoing assessment.
- On the ConnectED Student Edition, there is a section labeled School-to-Home Link. Within this section, there are family letters for each week that support students' comprehension and vocabulary with different activities. For example, the comprehension section states, "Ask your child to tell you some details of the selection and how these details can help in understanding the main idea. Then, have your child match the mother to her baby animal." Also on this site, students have access to the leveled readers that they could read or have read to them. These range in level from BR-110L-190L.
- The School-to-Home Connection is a letter sent home with students each week. For example:
  - In Unit 4, Week 4, Resources: School-to-Home, Family Letter "Comprehension: Text Structure: Sequence. Read a short story to your child. Then ask your child to order the story's pictures by writing first, next, or last under the pictures. Invite your child to retell the story."
- In Unit 5, Week 1, under the resources tab, students use a My Learning Goal worksheet in which they check off whether or not they met the goal of rereading to better understand the story and identify the characters, setting, and events in a story.

## Gateway Three Usability

### Meets Expectations

Materials design supports appropriate lesson structure and pacing and can be completed within a school year with a pace that allows for maximum understanding. Units provide adequate review and practice resources, including clearly defined and labeled materials and activities. Visual design enhances learning and does not provide unnecessary distractions. Most lessons, questions, tasks, and assessment items note the standards alignment however some ancillary resources do not indicate a standards alignment.

The Teacher Edition provides support for successful implementation including clear explanations and examples as well as information on literacy concepts included in the materials and defines the instructional approaches of the program and the research-based strategies included. Limited support is present for the technology embedded in the program. There is not a clear explanation of the role of specific ELA standards within the program. Materials include support for stakeholder communications.

The program systematically and regularly assesses student progress, though materials include limited denotations of the standards being assessed. Routines and guidance for assessment are present, including support for interpreting assessment data and determine next steps for instruction. The materials provide accountability measures to support students as they engage in independent reading self-selected texts.

The program provides strategies and support for all learners, including English language learners, students with disabilities, and students who are performing above grade level. A variety of grouping strategies are provided

Digital materials can be used on multiple platforms and browsers. Technology is used appropriately to support student learning and foregrounds supports that provide a deeper understanding of the texts and text evidence they encounter in lessons. Opportunities for personalization/customization and teacher to student and student to student collaboration are available digitally, including customization for local use.

### **CRITERION 3A - 3E**

Materials are well designed and take into account effective lesson structure and pacing.

7/8

Materials design supports appropriate lesson structure and pacing. The program can be completed within the confines of a typical school year and the pace allows for maximum student understanding. The units provide adequate review and practice resources, including clearly defined and labeled materials and activities. The visual design of the materials enhances learning and does not provide unnecessary distractions. Most lessons, questions, tasks, and assessment items note the standards alignment however some ancillary resources do not indicate a standards alignment.

### **INDICATOR 3A**

Materials are well-designed and take into account effective lesson structure and pacing.

2/2



The materials reviewed for Kindergarten meet the criteria that materials are well-designed and take into account effective lesson structure and pacing.

Kindergarten materials are designed to immerse students in all areas of the standards and provide explicit lesson structure with embedded teacher direction, as well as recommendations for supporting all learners. There are 10 units in Kindergarten, and each unit contains a Unit Overview which supports teachers as they plan for instruction. Each unit instructs the teacher throughout each lesson on its implementation before, during and after the readings and activities, as well as recommendations for scaffolded support. At the beginning of each unit there is a Unit Introduction followed by a weekly overview that maps out the daily content being covered. Pacing for each lesson is appropriately allocated.

Examples include, but are not limited to:

- The materials contain daily opportunities for whole group and small group instruction. The materials for each week contain a daily routine consisting of a Unit Opener which discusses the Big Idea for the Unit. A social-emotional skill is taught on Day 1; then the essential question is introduced. Small group learning takes place daily and includes a focus on skills within the leveled reader along with phonics instruction, phonemic awareness, and high-frequency words. The materials contain a weekly planner which outlines the various skills for the week. Each day is clearly listed and contains lesson plans with directions and materials needed for the lesson within a Lesson Resource box. Routines are listed within the Instructional Routines Handbook and contain an explanation and recommendations for carrying out research-based practices.
- In Unit 1, Week 1, there is a lesson on naming words. The phases of the lesson are:
  - Modeling: Explain that a noun is a naming word. The teacher says, "A noun names a person, place or thing" and then shows photo cards for *farm*, *girl* and *table*. The teacher adds, "Read the word *farm* aloud, say that *farm* names a place."
  - Guided practice: The teacher shows photo cards of *boy* and *house*. The teacher and students work together to identify the photo cards.
  - Independent practice: Students draw and label pictures of things they share at school that are naming words.
  - Collaborative practice: Teacher has student partners work together to discuss people, places and things they see during the day.
- In Unit 1, Week 1, the high-frequency word *the* is introduced.
  - Model: Teacher uses the read, spell, write routine.
  - Read: "Point to the word *the* and say *the*. This is the word *the*; say it with me. *The bear is my friend.*"
  - Spell: "The word is spelled t-h-e. Spell it with me."
  - Write: "Let's write the word in the air, as we say *the*." Partners create simple phrases using the word *the*.
  - Guided Practice/Practice: The teacher writes the following phrases: *the berries*, *the water* and has children point to the word *the*. The teacher gives corrective feedback as necessary.
- In Unit 6, Week 1, Weather for All Seasons and the Big Idea, "How do weather and seasons affect us?", the Week 1 topic is the four seasons and the Essential Question is, "How are the seasons different?" A three-week unit overview is provided. A unit introduction is provided for students to develop an understanding of the content they will be learning. On T294, a Making

Learning Visible page is provided where the texts students read are visible at a glance. There are subsections listed for Active Engagement and Student Outcomes that show what students will be learning in each area of focus. For example, Foundational Skills-Phonological/Phonemic Awareness lists the following skills students will be learning, “Segment and blend onset and rime in spoken words, recognize spoken alliteration in groups of words and identify, blend sounds in words and segment words into individual sounds.” A suggested lesson plan is provided for a five-day span and includes small group instruction, Beyond Level, English language learners, as well as social-emotional learning. Within each lesson an objective is stated, academic language is listed, and digital tools are provided. Teacher modeling is evident throughout each lesson. On Day 1 of each unit students listen to the Literature Big Book, then they move into word work, Language Arts, shared writing and independent writing. On Day 2, students build the concept, participate in a Shared Read and Shared Writing. On Day 3, students again build on the topic, read the interactive read-aloud, engage in word work, a Shared Read and an independent writing. On Day 4, the concept is extended, students listen to another Literature Big Book, complete word work, continue their independent writing, and start the Research and Inquiry task. On Day 5, the lesson starts with word work, Independent Writing, and Integrate Ideas with text connections. A weekly wrap-up is provided that reviews the essential question. Differentiated Instruction is provided for students approaching level, on grade level, and beyond grade level.

The pacing of individual lessons is appropriate. Each day has several parts to the lesson, which also have approximate time indications. Examples include, but are not limited to:

- In Unit 2, Week 1, Day 2,
  - Build the Concept/Oral language: 10 minutes
  - Listening Comprehension/Literature Big Book: 10 minutes
  - Listening Comprehension/Literature Big Book/Reread: 10 minutes
  - Word Work/Phonemic Awareness: 5 minutes
  - Word Work/Phonics: 5 minutes
  - Word Work/High-Frequency Words: 5 minutes
  - Shared Read: 10 minutes
  - Language Arts/Shared Writing: 15 minutes
  - Grammar: 5 minutes
- In Unit 9, Week 1, Day 1,
  - Introduce the Concept: Talk About It: 10 minutes
  - Listening Comprehension: Literature Big Book: 20 minutes
  - Word Work: Phonemic Awareness: 5 minutes
  - Phonics: 10 minutes
  - Work Work: Handwriting: 10 minutes
  - High-Frequency Words: 5 minutes
  - Language Arts: Shared Writing: 15 minutes
  - Grammar: 10 minutes within 85 minutes of literacy instruction.

**INDICATOR 3B**

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

2/2

The materials reviewed for Kindergarten meet the criteria that the teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

Kindergarten materials include 10 Units. Units range from three to five weeks to complete, with days of instruction ranging from 15-20 days, for a total of 180 instructional days. Review, Extend, and Assess are also included in these instructional days.

The suggested amount of time and expectations for teachers and students to complete the materials are viable for one school year as written and would not require significant modifications. Examples include, but are not limited to:

- Unit 0 is designed to be a “Start Smart” unit to support teachers in building classroom routines. Review, Extend, and Assess are also included in these instructional days.
- Each unit comes with the flexibility for the teacher to choose what they are teaching and when they are teaching. Teachers can adjust lessons as needed. These lessons are intended to be completed daily including reading, writing and small group instruction, if the teacher chooses.
- The *Wonders* User Guide notes that, “student and teacher choice are at the heart of *Wonders*. *Wonders* was designed to support you and your entire classroom as you teach your way—whether you follow our suggested pathway of instruction or create your own workshop lessons using our resources.”

**INDICATOR 3C**

The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

2/2

The materials reviewed for Kindergarten meet the criteria that the student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (eg. visuals, maps, etc.)

Kindergarten materials offer students opportunities to demonstrate thinking and learning through a variety of tasks such as reading texts, drawing and writing responses, finding text evidence, completing Beginning, Middle, and End diagrams, and the Research and Inquiry process. Students are able to demonstrate knowledge of content through writing, speaking and drawing. The student materials for each unit are clearly labeled and provide clear directions for each activity.

Student materials include ample review and practice resources. Examples include, but are not limited to:

- In Unit 3, Week 1, Reading/Writing Companion, page 12, the definition of a key detail is listed at the top of the page. “Key details tell important information that helps you understand the story.” Students then listen to a part of the story, *How do Dinosaurs Go to School?*, talk about the key details in the story, and write two key details.
- In Unit 4, Week 3, Literature Big Book, *Road Work* by Sally Sutton, Anchor Chart, the materials state, “Display and review the nonfiction anchor chart. Ask children what new information can be added to the chart.” Concepts of Print: The teacher displays the Big Book cover and is asked to “Say the author’s and illustrator’s names and have children repeat. Have them tell the role of each person. Then model reading from left to right with return sweep.”
- In Unit 8, Week 3, Reading/Writing Companion, page 56, the text states, “most stories have a problem and a solution, the problem is what the character wants to do or fix, the way the character solves the problem is the solution.” Students listen to the story. After they listen to the story, they write about Mole’s problem, steps to the solution, and the solution.

Student materials include clear directions and explanations, and reference aids are correctly labeled. Examples include, but are not limited to:

- In Unit 2, Week 1, students complete the practice page, Comprehension-Key details. The directions are as follows: “Let’s read about different kinds of tools people use. When we are done I want you to point to each tool and tell me a detail about how it is used. Then we can act out how each tool is used.”
- Unit 3, Week 1, Reading/Writing Companion, page 8, the essential question is presented, “What rules do we follow in different places?” A picture of children playing soccer is on the page. Students are asked to talk with a partner about the game these children are playing, draw themselves playing the game and write a rule about the game,

### INDICATOR 3D

Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

1/2

The materials reviewed for Kindergarten partially meet the criteria that materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

Kindergarten materials provide Common Core State Standards alignment documentation in the Teacher Edition under Plan: Weekly Standard. Standards are noted for each lesson and are linked to the lesson. The Assessment and Data tab in the online materials lists several printable resources; however, under the Standards tab, it indicates “no standards associated with this resource.”

Alignment documentation is provided for all questions, tasks, and assessment items within the Teacher Edition. Examples include, but are not limited to:

- In Unit 0, Week 1, the teacher models how to identify uppercase and lowercase Aa. Students listen to *Animals in the Park* and match letter word building cards to the letter in the big book. The standard alignment states, RF.K.1d, "recognize all lowercase and uppercase letters of the alphabet."
- In Unit 1, Week 3, Day 2, the lesson objectives are stated on the top left of the Teacher Edition. The following objective is stated, "Blend and segment onsets and rimes of single-syllable spoken words. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent." The Common Core State Standards were not listed next to the lesson objectives.
- In Unit 3, Week 2, Day 3;
  - Build the Concept/Oral Language: L.K.5c
  - Listening Comprehension, Interactive Read Aloud: RL.K.5; RL.K.9
  - Work Work/Phonemic Awareness: RF.K.2d; RF.K.3a
  - Work Work/Phonics: RF.K.2d; RF.K.3a
  - Work Work/Phonics Picture Sort: RF.K.3a, RF.K.3c
  - Word Work/High Frequency Words: RF.K.3a, RF.K.3c
  - Shared Read: RF.K.1a, RF.K.1c, RF.K.4
  - Language Arts/Independent Writing: W.K.2, L.K.2a, L.K.2b
  - Language Arts/Grammar: W.K.2, L.K.2a, L.K.2b
- Each day also contains the standards relating to the material in a drop-down menu on the right hand side of the lesson titled, "STANDARDS."

### INDICATOR 3E

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

The materials reviewed for Kindergarten meet the criteria that the visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Kindergarten materials contain many visual aids to support student learning, including graphic organizers, response sheets, and real images that accompany the text related to the content in each unit. Illustrations and clip-art in the Reading/Writing Companion are uncomplicated and appealing to the eye. The design of the materials is simple and visually appealing to a Kindergarten student. The font, margins, and spacing provided for student work areas are also appropriate.

The materials include, but are not limited to:

- Information on each page of the Reading/Writing Companion is clear and consistent.
- Enough space is provided for students to draw and write responses effectively.
- Student pages are labeled clearly allowing students to easily follow a teacher's direction.
- The fonts and margins are reasonable.
- Anchor charts describing procedures and protocols are clear and easily understandable for students to refer back to throughout

the year.

- Units are comprised of materials that display a simple blue design and include adequate space. The font, size, margins, and spacing are consistent and readable.

### CRITERION 3F - 3J

Materials support teacher learning and understanding of the Standards.

6/8

Overall, the Teacher Edition included with the materials provide good annotations and suggestions for successful implementation, however minimal support is provided to assist with the implementation of embedded technology. The Teacher Edition provides clear explanations and examples to support the teacher, including explanations and additional information to deepen the teacher's understanding of literacy concepts included in the materials as well as to define the instructional approaches of the program and the research-based strategies included. While pieces of the program provide documentation of their alignment to the standards, there is not a clear explanation of the role of specific ELA standards within the program. Materials include strategies for informing and involving stakeholders, including families, of the student's progress and ways to support their learning at home.

### INDICATOR 3F

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

1/2

The materials reviewed for Kindergarten partially meet the criteria that materials contain a Teacher Edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

Kindergarten materials provide clear annotations for teachers on how to present content to students. For each unit, an overview is provided for the teacher. A student outcome page that displays what the students will be learning is also present. Throughout the lessons, italicized questions and explanations are included to support teachers in how to present materials to both support and challenge students, including ELL students. Each unit also includes Approaching Level, On Level, and Beyond Level differentiated instruction. During Research and Inquiry, the teacher models the task; however, some statements provided are vague and do not provide enough guidance to teachers. There is minimal guidance and support for the use of embedded technology.

Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text. Examples include, but are not limited to:

- A model for an anchor chart is provided for teacher's use in the classroom.
- An explicit systematic instruction chart is also provided that guides teachers through the word work process. The Teacher Edition states to do a "daily review to review prior sound-spellings to build fluency. After each day's lessons, check that children are on track and ready to move forward. Follow up with: Differentiated Instruction to strengthen skills, provide targeted review and reteaching lessons to meet children's specific needs."
- Next steps are also shown that help guide the teacher in making informed decisions.
- Kindergarten, Resources Tab, Professional Development link, Overview: Filter Instructional Routines and Assessment: *Managing Small Groups: A How to Guide* and *Instructional Routines Handbook*, provides information to teachers about how to structure lessons in a differentiated classroom.
- In Unit 0, Week 2, Literature Big Book, Concepts of Print, the materials state, "Display the ABC Big Book cover. Say: I hold the book right-side up so we can read the title. Track the print and read aloud the title and the author/illustrator. Then invite a volunteer to come up and demonstrate holding the book right-side up. Remind children that the title page shows the name of the book and the names of the author and illustrator. Then have children identify the front cover, the back cover, and the title page of a book." The Teacher Edition further guides the teacher that if students are needing additional practice with concepts of print, have them use Practice Book page 15.
- In Unit 5, Week 2, the materials explain the reread strategy. "Remind children that if they don't understand a fact or idea while they are reading, they can go back and reread the text. Explain that rereading can help them understand what they read."
- In Unit 7, Week 3, the Checks for Success are presented on T221, "Can children identify characteristics of fantasy? Can children identify cause and effect?"

There is minimal guidance and support for the use of embedded technology. Examples include, but are not limited to:

- The Digital Quick Start Guide provides assistance on how to get started using the digital tools provided by *Wonders*.
- Unit 7, Week 2, Research and Inquiry, suggests the use of technology to make a video for a presentation of the research idea, but does not give any other information to support the use of technology to enhance student learning. The Reading/Writing Companion, Research and Inquiry Step 3, states "Look at books or use the internet," and contains a reference to the use of technology but does not provide further guidance or support for the technology. Games and activities are provided on the Student Edition site, but no link from the Teacher Edition is provided.

### INDICATOR 3G

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

2/2

The materials reviewed for Kindergarten meet the criteria that materials contain a Teacher Edition

that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

Kindergarten materials provide detailed explanations for each instructional lesson for the teacher to explain to the student, including information on the lesson's purpose. Each unit of the Teacher Guide also contains alignments to the Common Core State Standards. The User Guide and Instructional Routines Handbook, which are separate handbooks located in the Teacher Resource Library, are designed to provide guidance on the delivery of the Reading Curriculum and serve as a resource to build professional knowledge in the areas of research-based best practices. Training videos for different instructional routines, including coaching conversations and examples from the classroom, are also included in the teacher materials. Teachers can access information on a variety of topics, such as writing, access to complex text, and foundational skills.

More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content. Examples include, but are not limited to:

- Kindergarten, Resources Tab, Professional Development link, tab: Author & Coach Videos, Filters provided: Foundational Skills, Close Reading, Access to Complex Text:
  - Under the filtered options for Foundational Skills are videos such as "Long Vowel Awareness." Through a coaching video, teachers learn how to show students the difference between long and short vowels.
  - Under the filtered options for writing are videos such as: "Writing Across Text Types and Genres with Dr. Doug Fisher."
- In the User Guide, beginning on page 6, teachers are provided information on an instructional approach used within the program, Balanced Literacy Classroom: What Does It Look and Sound Like? This information also includes 21st Century College- and Career-Ready Inspired Shifts in Balanced Literacy.
- In the User Guide, on page 16, teachers are provided with guidance on Guided Reading Instruction. This information informs teachers as to what guided reading looks like and what happens before, during and after reading.
- In the User Guide, on page 26, close reading information is provided. Information detailing the importance of identifying a purpose for reading, determining the author's purpose, and schema and considerations for developing a close reading program is provided.
- In the User Guide, on page 37, the concept of rereading is explained, "When one's schema on a topic has significant gaps, the reader must devote cognitive resources to constructing a mental model on which to attach this new information (Kintsch & van Dijk, 1978)." "A chief way you accomplish this is by rereading. You slow down your pace, review a previous passage, and look back to the text in order to find information."
- In the Instructional Routines Handbook, beginning on page 19, several routines, such as collaborative conversations, are explained and established.

Explanations are accessible to all educators. Examples include, but are not limited to:

- The Resource Library tab, Professional Development, provides resources in each unit that explain more advanced concepts. It



shows demonstration videos about how to introduce vocabulary and small group instruction.

- Videos are available to all teachers who have access to online materials under the professional development tab. The videos are short and easily viewed, although the videos do not appear to have a closed captioned version.

### INDICATOR 3H

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

1/2

The materials reviewed for Kindergarten partially meet the criteria that materials contain a Teacher Edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

Kindergarten materials provide references to the standards, including lists and where to locate the standards within the curriculum; however, the role of the specific standards in ELA are not provided in the context of the overall curriculum. Standards are addressed in the Weekly Standards section with links to corresponding lessons. A Research-Based Alignment Handbook is also provided and details a summary of key research and demonstration of program alignment to the standards.

Limited explanations of the role of the specific course-level content in the context of the overall materials are offered in each unit. Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 7, the *Wonders* curriculum is “built around the new standards.” References to the standards are located in the *Wonders* CCSS Correlation pdf and also within the Weekly Standards tab located under the Plan tab online in the Teacher Edition.
- The *Wonders* CCSS Correlation pdf contains each grade level, the CCSS code, the CCSS, and the *Wonders* Page References, which provides the location of where the standard can be found within the curriculum. (Example: Kindergarten, RL.K.1 “With prompting and support, ask and answer questions about key details in a text.” Teacher Edition: Unit 1: T22-T26, T38-T39, T47, T119-T122, T133, T143, T251)
- In Unit 4 Week 2, L.K.1f: “Produce and expand complete sentences in shared language activities.” [8 lessons] For each lesson, a Standard tab is located on the right-hand side of the page. When selected, it provides no explanation except a listing of the CCSS.

Explanations provide connections among multiple course levels. Examples include, but are not limited to:

- In the Research Based Alignment Handbook, Introduce vocabulary instruction in Kindergarten and progress to academic vocabulary in the later grades states, “Research In Kindergarten and Grade 1, exposure to new words begins with oral vocabulary development. The Talk About It weekly openers help develop oral vocabulary and build background knowledge about the weekly theme. New oral vocabulary words are introduced with the Visual Vocabulary Cards. The words are incorporated and repeated throughout the week to provide multiple exposure and understanding in context. New vocabulary is also introduced through the

Literature Big Books and the Interactive Read-Alouds.”

### INDICATOR 3I

Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

2/2

The materials reviewed for Kindergarten meet the criteria that materials contain an explanation of the instructional approaches of the program and identification of the research-based strategies.

Kindergarten materials provide a User Guide that discusses the research behind a balanced literacy approach, guided reading instruction, vocabulary and foundational skills, social-emotional learning, and writing. The Instructional Routines Handbook explains more about the research behind the curriculum, as well as modeling routines, collaborative conversations, word work, reading, writing and grammar, and research and inquiry. This handbook also explains the educational approaches and routines for English Language Learners.

Explanations of the instructional approaches and research-based strategies of the program are provided. Examples include, but are not limited to:

- Instructional Routines Handbook, page 3, the I Do, We Do, You Do, Routine is shown. “I Do: This is where you explain and model to your students what it is they are learning to do. We Do: In this step, you and your students work together and share the instruction. Students get to practice while you guide and teach. You Do I Watch: After students have had the chance to practice with you, it’s time for them to practice on their own. This is where you observe and offer corrective feedback as students collaborate and practice. You Do It Alone: After modeling, showing, guiding, and allowing them to practice, it’s time for your students to work independently.”
- The Research-Based Alignment Handbook provides the key research findings that support the *Wonders* curriculum. For example, the research document states that students should be supported in the use of identifying organizational text structures to aid in close reading. The *Wonders* curriculum offers this through genre studies and the Literature and Informational Big Books.
- The User Guide, page 4, provides the research behind independent reading. “Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control. Readers without power to make their own choices are unmotivated.”
- The User Guide, pages 7-8, provides information on balanced literacy and the alignment of 21st century skills. “When considering increased 21st century college and career requirements,.... 7 viable approaches in response to the demands of more rigorous standards and expectations, but provide a balanced, scaffolded framework for helping students prepare for critical thinking, collaboration and becoming college- and career-ready.”
- The User Guide, page 24, provides connections between specific tasks in the curriculum and research-based best practices. “The Reading/Writing Companion asks students to search for specific text evidence in short passages they’ve already read. Collaborative Conversation prompts urge students to work with a partner, employing new strategies, using text evidence and

academic language, and comparing responses and text evidence.”

- The User Guide, “Guided Reading Instruction” by Kathy Rhea Bumgardner, M. Ed., discusses what guided reading is and how to prepare and teach guided reading. Research-based approaches, such as scaffolding are referenced. “The term ‘scaffold,’ as applied to learning situations by Wood, Bruner, and Ross (1976), refers to a framework and process by which teachers use support strategies to help students complete tasks they are unable to do independently at their current stage of learning.” References are listed at the close of this article.
- Resources Tab, Professional Development link, Filter: Research Base and Link to Whitepapers, includes documents that provide an explanation of the link between research and the program.

### INDICATOR 3J

Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

The materials reviewed for Kindergarten meet the criteria that materials contain strategies for informing all stakeholders, including students, parents or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Kindergarten materials provide a Take Home Letter each week that reinforces the main lesson objectives, vocabulary, and content knowledge. Family Letters are available in several languages: English, Spanish, Arabic, Chinese, Hmong, Korean, Tagalog, Urdu, and Vietnamese. The letter includes the weekly concept and essential question. A checklist is provided, enabling students and families to mark off any learning goals they complete. A Word Workout that includes word activities for families and students to do at home is given. A comprehension passage that has a specific area of focus is also included each week. The weekly spelling list and correlating fun activities for families to help practice spelling words are also included. In the *Wonders ConnectEd Student Edition*, leveled readers and games are provided to support students at home.

Examples include, but are not limited to:

- In Unit 4, Week 2, the School-to-Home Connection Letter states, “We will be reading about different cultures that make up the communities around the world. Your child is learning how to appreciate the different customs that people share.” A link to the students’ learning goals are provided and families are asked to check the ones the student completes. Words to Know includes high-frequency words the students are working on, along with phonics and category words. The comprehension skill the students are learning about is also included with a suggestion. “Read a story about a child from a different culture. Then invite your child to draw pictures of the main character, the setting, and an important event that happened in the story.” A section called Sesame Time is included. This section includes portions titled Watch Together, Talk Together, and Breathe Together with ideas in each one. Resources are provided on the side for the students to work on their comprehension skills or their Word Workout.

**CRITERION 3K - 3N**

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

7/8

The program systematically and regularly provides opportunities for teachers to assess student progress, though materials include limited denotations of the standards being assessed both formatively and summatively. These opportunities are provided via routines and guidance that helps teachers assess students when appropriate.

Adequate guidance is provided to support teachers as they interpret assessment data and determine next steps for instruction.

The materials provide accountability measures to support students as they engage in independent reading self-selected texts.

**INDICATOR 3K**

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

2/2

The materials reviewed for Kindergarten meet the criteria that materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

Kindergarten materials provide multiple assessment opportunities. There is an online assessment center that links to all Unit and Benchmark Assessments. Unit Assessments are given at the end of each unit. Screening/Placement and Diagnostic Assessments, such as Phonological and Phonemic Awareness, Letter Naming and Sight Words, and Phonics and Decoding, serve as an initial screening that can be assigned throughout the year to monitor student progress and pinpoint students' strengths and weaknesses. Checks for Success are provided throughout each unit throughout a variety of days. Progress Monitoring Assessments are used to guide instruction and may be administered every week, every two weeks, or every six weeks, depending on the test selected. In the Benchmark Assessment Handbook, students are given two benchmark assessments. The first is given after students complete Units 1-5 and the second is given after students complete Units 6-10.

Materials provide regular and systematic assessment opportunities for assessment. Examples include, but are not limited to:

- Inventories of Developmental Spelling (K-6+), Assessment Handbook, "Part 1 Assessment Options", page 21. This assessment

can be administered any time of the year. “Students’ skills can be classified as falling into particular developmental stages of spelling.”

- Comprehension Tests (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 23, “Administer this test at any time of the year to provide a quick check or recheck of a student’s instructional reading level.”
- Unit Assessments (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 27, These assessments are completed after each unit of study. “Unit Assessments include literary and informational texts with questions that focus on the main skills taught in each unit of *Wonders*. Test items cover reading comprehension skills, literary elements, text features, vocabulary strategies, and English language conventions.” Each unit includes a writing prompt that students use to showcase their understanding of a genre that has been previously taught. “These assessments provide information to make instructional decisions and to place students into small skill-based groups.”
- Benchmark Assessments (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 28. These assessments are completed “at discrete points throughout the year to gauge student progress through the curriculum and readiness for state-mandated end-of-year assessments.”
- Portfolio Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 31. Portfolios showcase a collection of the student’s work. A Reflection piece is included. Two portfolio options are presented: “a developmental portfolio and a best work portfolio. There is also a Portfolio Rubric to use when evaluating students’ portfolios.”
- Informal Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 45, “In reading, you can do this in an informal way throughout instruction.” Examples include teaching students to monitor their own comprehension by asking questions, retelling, and monitoring their own progress.

Materials genuinely measure student progress. Examples include, but are not limited to:

- In Unit 0, Week 1, the Assessment tab offers a Phonological and Phonemic Awareness Screener and progress monitoring for students in Kindergarten. This includes recognizing rhyming words, syllables, phoneme segmentation, and phoneme deletion.
- In Unit 2, Assessment, students are assessed on phoneme isolation, initial t and p, and key details.

### INDICATOR 3L

The purpose/use of each assessment is clear:

#### INDICATOR 3L.I

Assessments clearly denote which standards are being emphasized.

1/2

The materials reviewed for Kindergarten partially meet the criteria that assessments clearly denote which standards are being emphasized.

Kindergarten materials provide multiple ways that students are assessed throughout each unit, including formative assessments. The User Guide states that Unit Assessments are aligned to standards; however, there is no evidence to support that any standards are specifically listed in assessments.

Materials include limited denotations of the standards being assessed in both types of Assessments.

Examples include, but are not limited to:

- The Unit Guide, page 60, explains that unit assessments are aligned to standards, stating that assessments “ensure valid assessment of student performance and progress, [are] aligned to standards, and [measure] against grade level rigor.”
- Each unit has weekly Common Core standards present; however, standards listed in specific assessments or within the Teacher Edition or teacher’s script for administering assessments were not present.

### INDICATOR 3L.II

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

2/2

The materials reviewed for Kindergarten meet the criteria that assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

Kindergarten materials provide teachers with guidance for administering assessments, ways to scaffold assessments, and how to interpret student data. Teacher scripts are provided with answers for all Unit Assessments and Diagnostic Assessments. The answer keys have the correct answer and content focus for each question and answer. Suggestions on how to reteach content is provided to teachers.

Examples include, but are not limited to:

- Page vii of the *Placement and Diagnostic Assessment* indicates that Kindergarten placement decisions are provided after Phonological Awareness, Letter Naming Fluency or Listening Comprehension tests are administered. Students who score 80% or higher are instructed to begin the *Wonders* On Level or Beyond Level Instruction. Students who score a 60-79% are instructed to begin with the Approaching Level materials. Students who score below a 60% are instructed to start in the Approaching Level and use intervention materials as needed.
- After each Unit assessment in the Teacher Edition, there is a Track for Success Progress Monitoring. For example in Unit 6, Week 3, *Making the Most of Assessment Results* explains the assessed skills, how the teacher checks for success, and gives reteaching opportunities.
- Kindergarten, Teacher Edition, Assessment and Data Tab, Printable Assessments, Filter to Assessment Handbook. Assessment Handbook, page 32, *The Assessment Process Guide to Using Multiple Measures to Assess Student Progress* provides an overall graphic on how assessments could be used in a classroom.
- In Unit 4, Week 2, Whole Group, Progress Monitoring, Check for Success, Reteaching Opportunities with Intervention Online PDFs, Assessed Skills, Phonemic Awareness, Check for Success, it is asked, “Can children isolate and blend the targeted sound? If not . . . , Reteach, tested Phonemic Awareness skills using Lessons 16–17 and 27–29 in the Phonemic Awareness PDF.”

### INDICATOR 3M

Materials should include routines and guidance that point out opportunities to monitor student

progress.

2/2

The materials reviewed for Kindergarten meet the criteria that materials should include routines and guidance that point out opportunities to monitor student progress.

Kindergarten materials provide routines and guidance that point out opportunities to monitor student progress. There are informal Checks for Success that help collect evidence of student progress, as teachers observe students working and provide guidance for differentiation of instruction moving forward. Formative assessments are integrated within every unit by using end-of-unit assessments. Screening and Diagnostic Assessments, as well as Comprehension Assessments, offer guidance to inform instructional decisions.

Materials include routines and guidance that point out opportunities to monitor student progress. Examples include, but are not limited to:

- In Unit 3, Week 3, Day 5, Teacher Edition, the Check for Success asks, “Can children segment words into sounds and read words with /k/? Can children read and recognize high-frequency words?” The teacher is then able to differentiate instruction based on this Check for Success. Develop pages and Reteach page numbers are given for the teacher to provide further instruction.
- In Unit 4, Week 4, the Teacher Edition gives the teacher two different choices on how to monitor student progress. The choices are to review and reteach skills and strategies from the unit or to give students the opportunity to complete the Reading/Writing Companion as an informal assessment.
- In Unit 5, Week 2, Day 5, Progress Monitoring, teachers are instructed to use Check for Success observations and some assessments listed on the chart to evaluate children’s progress in key areas. For example:
  - Informally Assessed Skill: Phonological Awareness, Onset and Rime Blending/ How Assessed: Practice Book
  - Informally Assessed Skill: Comprehension, Main Topic and Key Details/ How Assessed: Reading/Writing Companion
- Instructional Routines Handbook, Teacher-Student Conference Routine, page 119, states, “Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.”
- Instructional Routines Handbook, Retelling Routine, page 98, states that, “Retelling allows you to monitor comprehension.” Model, Guide, and Discuss Retelling are the three steps within the Retelling Routine.
- Instructional Routines Handbook, Students monitor their progress, page 173, Students monitor their progress through the following ways:
  - Track Your Progress in the Reading Writing/Companion asks students to evaluate their progress on key skills that they have learned.
  - Opportunities to give feedback to students during weekly Teacher and Peer Conferences on their writing are provided.
  - Writing Rubrics, Student Models, Listening and Speaking checklists help students reflect on the quality and completeness of their work.
  - Progress bars on online games help students track their progress.

**INDICATOR 3N**

Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

The materials reviewed for Kindergarten meet the criteria that materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

Kindergarten materials recommend 10-15 minutes of independent reading daily. The materials offer students a variety of texts, including anchor texts, shared texts, *Time for Kids*, suggested classroom library titles, and online titles to access. The Instructional Routines Handbook provides an ample amount of opportunities for students to show accountability for their reading, including reading routines, reading logs, response pages, journaling, and conferences. Students are provided a routine for how to self-select a book of their interest to build stamina. A Five-Finger Rule is taught about selecting books and teacher monitoring of reading, reading logs, and conferencing helps students build confidence and motivation for independent reading.

Examples include, but are not limited to:

- In Unit 3, Week 3, students self-select a fiction story and are encouraged to read for ten minutes. Students set a purpose for reading, which is to identify the characters, setting and events in the story.
- In Unit 9, Week 3, Teacher Edition, Self-Selected Reading, students select a nonfiction text with photographs for sustained silent reading and are encouraged to read for fifteen minutes. The teacher reminds students to set a purpose for reading, find out some facts as they read and reread to understand the text better. For more practice with concepts of print, they can use Practice Book page 503. Before reading, the students draw three boxes. The teacher explains that in each box they should write or draw an important fact they learned from the text. After reading, students share their boxes. The teacher has them explain how writing or drawing about some important facts helped them understand and remember the text.



**English Language Arts :: Kindergarten Alignment Summary Part 3**

**CRITERION 30 - 3R**

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

10/10

The program provides strategies and support to assure all learners in the classroom are able to access grade-level content. This includes targeted support for English language learners, students with disabilities, and students who are performing above grade level. There are also a variety of grouping strategies provided as well as support for the teacher to select and deploy the most effective groupings for various learning scenarios.

**INDICATOR 30**

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

2/2

The materials reviewed for Kindergarten meet the criteria that materials provide teachers with strategies for meeting the needs of range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

Kindergarten materials provide modeling, formative assessments, language and visual supports, and background knowledge in each lesson to ensure student understanding. Materials also provide differentiated instruction to strengthen skills, provide targeted review and reteaching lessons to meet student's specific needs.

Examples include, but are not limited to:

- In Unit 1, Week 1, Day 4, Whole Group, Shared Read, Reread, *I Can* by Author Unknown, Respond to Text Instructions has students use a sentence frame "*The boy can see the....*" to focus a discussion. ELL scaffolds are provided for a range of abilities: "Use the following scaffolds with Respond to the Text. For example:
  - Beginning: Point to the photos and ask: What can the boy see? Help partners name items in the image and help them answer using a sentence frame.
  - Intermediate: Provide a model: *The boy can see the mop.* Have partners point to the image and describe using: *The boy can see the mop.*
  - Advanced/Advanced High: Have partners name all of the things the boy can see. Have them use complete sentences while speaking and point to the text to show evidence."
- Unit 2, Week 2, Enrichment Opportunities for Gifted and Talented Students, Beyond Level, small group lessons include suggestions for additional activities in the following areas to extend learning opportunities for gifted and talented students:

Evaluate - "Have children think of other kinds of art that could be included in a book about shapes. Ask them to think about what shapes they would see in the art." Extend - "Have children share with partners their idea for another kind of art that uses shapes."

- In Unit 3, Week 1, Day 1, Listening Comprehension, Literature Big Book, *How Do Dinosaurs Go to School?* by Jane Yolen and Mark Teague. These suggestions are provided to meet the range of learners:
  - Students examine the genre.
  - Use skills of visualization. "Think Aloud: I read that the dinosaur might make a big fuss. I see his big feet and tail in the picture. I picture in my mind the dinosaur running and yelling to catch the bus. I imagine that he is loud and so heavy that the ground shakes! Now I can see how he makes a big fuss."
  - Find key details. "Identify key ideas and details about following rules."
  - Use an anchor chart to record ideas.
  - ELL - "pages 6–7, Make a big fuss: Point to the picture of the dinosaur. Act out how the dinosaur is making a fuss by stomping. Say: I am making a fuss. Have children join you in the action and say the phrase."
  - ACT (Access Complex Text) "The book is divided into two parts: questions and statements. Point out that on pages 5–24 all the sentences are questions. The questions are asking if the dinosaurs are behaving badly at school. "No" is the answer to all of these questions. The rest of the book tells about how the dinosaurs really act at school."
  - ELL - focus on language both figurative and literal with a connection to student's daily life. (e.g., "right ahead of the bell" and "interrupt").
  - Finding key details using illustrations - "How does the teacher feel? (The teacher is angry that the dinosaur is roaring out of turn.) How do you know? (She has an angry face in the illustration.) Encourage children to look for clues in the illustration to support their response."
- In Unit 4, Week 2, Day 1, Teacher Edition, oral vocabulary routines provide visual vocabulary cards to assist visual learners.
- In Unit 7, Week 2, ELL Scaffold, provides a guided practice of using category vocabulary words in a sentence. The teacher uses the photo card to model comparing two pets. The materials state, "A turtle has a shell, a mouse does not have a shell. Both a turtle and mouse have four legs." The Teacher Edition prompts the teacher to have students use their pet word in a sentence.
- In Unit 8, Week 1, Teacher Edition, along the left side column "teach in small group" is listed as an option of the teacher to teach the word work in a small group.

### INDICATOR 3P

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

4/4

The materials reviewed for Kindergarten meet the criteria that materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

Kindergarten materials provide opportunities for all students to engage with grade-level text. Sidebar supports are provided to ensure that students are supported during lessons. ELL scaffolding and

support is provided throughout all the units. Lessons also provide additional instruction on new skills at the end of each unit for small group work, reteaching, and differentiated instruction.

Examples include, but are not limited to:

- In Unit 3, Week 2, Day 1, Teacher Edition, after students are presented the Talk About It lesson, ELL scaffolding is provided. The teacher asks partners to tell what they see in the photo as they point to it. The teacher models by saying: "I see a drum." For intermediate support, the teacher asks partners to describe what the children are doing. "What is the boy doing? He is playing a drum." This process is repeated for the words *girl* and *maracas*. For Advanced/Advanced High students, the teacher encourages partners to use complete sentences as they talk about the photo. "What kind of sound does a drum make? Is it loud or soft?"
- In Unit 4, Week 3, Day 2. English Language Learner Scaffold. Beginner ELL - The teacher reviews the position word *on* by demonstrating the crayon on the chair. Intermediate ELL - Partners demonstrate the word *up* by moving the crayon up. The teacher calls out another position word for partners to demonstrate. Advanced ELL - Students describe how they move the crayon.
- In Unit 6, Week 2, Day 1, Small Group/Differentiated Instruction, Approaching Level, Leveled Reader, *The Rain* by Frankie Hartley, includes the following lesson:
  - Preview and predict skill - Students look at the illustrations and "describe what they see. Ask: What kind of weather is it? How do you think the children feel?"
  - Set the purpose for reading - Remind children of the Essential Question: "What happens in different kinds of weather?"
  - Use think-alouds to model the skill for the students. "Think Aloud: As I read pages 2 and 3, I see that the rain starts out as a few drops on page 2. On page 3, there are more drops. The text tells me that the dog and the chick are fast. I will keep reading to see what happens next."
  - Use the retell strategy to make connections with the text. "Retell: Have children take turns retelling the story. Help them make a personal connection by asking: Have you ever been caught in the rain? What happened?"

### INDICATOR 3Q

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

2/2

The materials reviewed for Kindergarten meet the criteria that materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

Kindergarten materials provide options for extensions and more advanced opportunities. The small group/differentiated instruction section provides lessons with a leveled reader appropriate for the group's needs. Checks for Success are present throughout each unit. The teacher is then given guidance on extensions for students who are On Level or Beyond Level. Beyond level differentiated instruction is provided for small group instruction. Sidebars are provided for Gifted and Talented Learners to further advance instruction.

Examples include, but are not limited to:

- In Unit 2, Week 3, Small Group, Beyond Level, Leveled Reader, *I See a Bug!* by Susanna Fallon, Evaluate: The teacher has students recall the different bugs in the story. Ask: "Which are bugs you know about? What do you know about them? Where have you seen these bugs?" The teacher then "challenges children to think of other bugs they might find in a backyard setting." Extend: The teacher has "children make a chart of bugs they know about. Have them include the name of each bug, a short description, and a picture they've drawn."
- In Unit 3, Week 3, Gifted and Talented tab, students read the leveled reader, *Cal's Busy Week*. Evaluate: The teacher has children think about the places they visit during the week. Children are challenged to explain what the week is like for them. Extend: Children create a comic strip of things they did on each day of the week.
- In Unit 4, Week 2, Day 3, Teacher Edition, Checks for Success are provided. "Can children blend phonemes to form words and match /d/ to Dd? Can children read and recognize the high-frequency word?" For students who are able to master this task, an On Level or Beyond Level extension is provided. For On Level students the teacher is instructed to review pages T474-T476. For students who are Beyond Level, the teacher is guided to extend the concept using page T480.
- In Unit 6, Week 3, the teacher introduces synonyms to advanced students using the gradual release method. The teacher models with the words *safe* and *celebration*. The teacher and students write sentences using the new words, *safe* and *celebration*. Then partners write a short poem about an animal family using the words *safe* and *celebration*. Extend: The teacher has students plan and act out short plays about staying safe in bad weather.

### INDICATOR 3R

Materials provide opportunities for teachers to use a variety of grouping strategies.

2/2

The materials reviewed for Kindergarten meet the criteria that materials provide opportunities for teachers to use a variety of grouping strategies.

Kindergarten materials provide opportunities for students to collaborate and communicate about the topic and tasks at hand. There are a wide range of whole class tasks, but there are also many opportunities for small group and partner work to help students have collaborative conversations.

Examples include, but are not limited to:

- In Unit 3, Week 2, Whole Group, Literature Big Book, *Clang! Clang! Beep! Beep! Listen to the City* by Robert Burleigh, teachers are able to group students according to their levels of reading for reading groups. Differentiated Reading for Approaching Level and English Language Learners: After reading, have children listen to the selection to develop comprehension." Directions for Beyond Level students were not provided. Students meet in their groups for small group instruction. Small groups can be organized by four levels that are determined based on the formal and informal assessments: On-level, Approaching Level, Beyond Level, and English Language Learner. In Unit 4, Week 1, Day 2, Grammar, Talk About It , partners work together to orally generate sentences with adjectives. Encourage them to describe objects in the classroom.
- In Unit 7. Week 1, Day 1, Listening Comprehension, the whole class reads the Literature Big Book, *Zooborns*. The teacher asks

story comprehension questions.

- In Unit 8, Week 2, Day 2, Whole group, Grammar, Students work in pairs using target vocabulary to write sentences. “Have children work with partners to generate sentences about where they eat, sleep, play, ride their bikes, read, watch TV, go for walks, and so on. Encourage them to use the words *in*, *out*, *on*, *off*, and *by* in their sentences.”

### CRITERION 3S - 3V

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Digital materials are available for the program and can be used on multiple platforms and browsers. Technology is used appropriately to support student learning and foregrounds supports that provide a deeper understanding of the texts and text evidence they encounter in lessons. Opportunities for personalization/customization and teacher to student and student to student collaboration are available digitally, including customization for local use.

### INDICATOR 3S

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

The materials reviewed for Kindergarten meet the criteria that digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple internet browsers (eg. Internet Explorer, Firefox, Google Chrome, etc.), “platform-neutral” (ie., Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

Kindergarten materials are web-based, compatible with multiple browsers and are platform-neutral. The digital materials function without incident on Microsoft Edge, Firefox, Google Chrome, Internet Explorer, and Safari. Apple products and Window products can access the digital materials. Mobile devices are also able to open and access the functionality of the digital materials. Games were not accessible on mobile devices.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 14, “there are digital tools that can enhance and support student learning as well.

Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text.”

- In the Instructional Routines Handbook, page 103, there is a picture of a student using an iPad. The materials mention that students can record Super Summaries digitally.

### **INDICATOR 3T**

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials reviewed for Kindergarten meet the criteria that materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials contain digital documents of the Teacher Editions, Reading/Writing Companion, Readers, Vocabulary Image Cards, and Games. The Resource Library includes projectable classroom materials for use during lessons. Also included in the digital section are Fluency Packets multimedia support for each unit. The Teacher Edition includes references of when digital tools are available and how they can be used within a lesson. The materials for each lesson are Smartboard compatible and the links for the digital version of the students' Reading/Writing Companion can be found in each lesson. This allows the teacher to annotate and model how to use the text. Cloud Reader, a digital platform for the Leveled Texts, Literature Anthologies, and Reading/Writing Companion, also allows teachers to model annotating text.

### **INDICATOR 3U**

Materials can be easily customized for individual learners.

#### **INDICATOR 3U.I**

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

The materials reviewed for Kindergarten meet the criteria that digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

Kindergarten materials include technological innovations that allow for teachers to customize weekly lessons for whole group instruction and for individual students. Teachers set the school calendar in the online platform which determines what students access in their online dashboards each day. Teachers can customize beyond that for individual students by assigning specific practice pages and texts at specific reading levels to individual students to access online.

Examples include, but are not limited to:

- Digital materials include a digital planning guide that provides step-by-step lesson plans and online materials that include additional support in differentiated instruction. Units combine reading, writing, speaking, and listening in a digital environment that engage students. There are also digital guides for assessment, remediation and supplemental materials to personalize learning for students.
- Texts that are in the Reading/Writing Companion and the Interactive Read-Aloud have audio features that the teacher can play for the students.















## **English Language Arts :: ELA\_1st Grade Alignment Summary Part 1**



## Wonders - First Grade

McGraw-Hill Education | First Grade

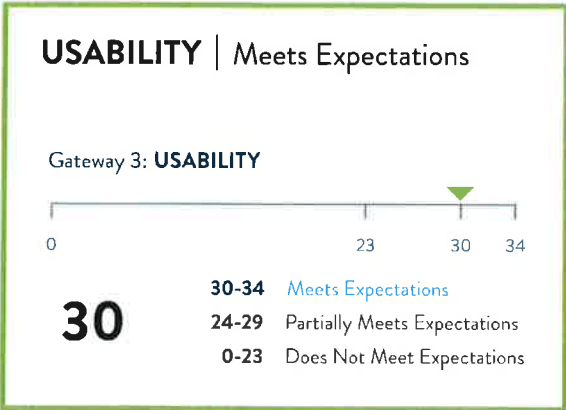
### Alignment: Overall Summary

The materials for Grade 1 meet the expectations of alignment. The materials include high quality texts and tasks that support students' development of literacy skills in reading, writing, speaking and listening, and language. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills, although the organization of texts may need revision to support consistent beginning-to-end of year comprehension development. Instruction for foundational skills includes the core components necessary. While many implementation supports are available, the teacher may need to do extra work to assure lessons are implemented with fidelity.

**SEE RATING SCALE**

**UNDERSTANDING GATEWAYS**





## Gateway One Text Quality & Complexity and Alignment to Standards Components Meets Expectations

Wonders 2020 for Grade 1 includes high-quality anchor texts that encompass a broad array of text types and genres placed at the appropriate level of complexity for the grade. Some texts are accompanied by a text complexity analysis.

The texts partially support students’ evolving literacy skills as texts do not grow in complexity over the course of the year. Materials provide both depth and a volume of reading practice.

Text-dependent/specific questions and tasks build within each unit to an integrated, culminating tasks that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts through the implementation of protocols to scaffold conversations as students’ oral language skills

grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

Students are provided explicit instruction in alphabetic knowledge, letter-sound relationships, phonemic awareness, phonics, directionality and function, and structures and features of text. Throughout the course of the year, students have frequent opportunities to read on-level text with fluency and purpose. Students have multiple opportunities to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and Shared Reading. Frequent opportunities are provided throughout the entire program to assess students' mastery of foundational skills and to progress monitor student growth. Support for differentiation of foundational skills is found throughout the program.

#### **CRITERION 1A - 1F**

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

17/20

Wonders 2020 for Grade 1 includes high-quality anchor texts that encompass a broad array of text types and genres. Texts are placed at the appropriate level of complexity for the grade and some texts are accompanied by a text complexity analysis that describes the quantitative score and qualitative features as well as the reason for the placement of the texts in the unit.

The texts partially support students' evolving literacy skills as texts do not grow in complexity over the course of the year. Materials engage students in a broad range of reading opportunities to provide both depth and volume of reading practice to achieve grade-level reading proficiency.

#### **INDICATOR 1A**

Anchor texts (including read-aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

4/4

The instructional materials reviewed for Grade 1 meet the criteria for anchor texts (including read-aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

Grade 1 materials include anchor texts that are of high interest and engaging to students. Many cultures are represented within the anchor texts and are varied within content areas as well. The anchor texts are examined multiple times for several purposes and are used to expand topics and essential questions, build vocabulary, and prompt writing.

Texts are of high quality, including rich language and engaging content. Accompanying illustrations are of high quality as well, supporting students' understanding and comprehension of the associated text. Examples of texts that fit this category include, but are not limited to, the following:

- In Unit 1, Week 3, students read *Cool Dog, School Dog* by Deborah Heiligman. This text is a fantasy story about a dog who follows his friend to school. While the vocabulary is not very complex, children may need support with rhyming lines, nontraditional sentences, and hyphenated adjectives. The rhyming phrases make it more engaging for students. The illustrations support the fun theme.
- In Unit 1, Week 5, students read *Move!* by Steven Jenkins and Robin Page. This is an informational text and includes many sentences that begin on one page and end on the next spread of pages. Some vocabulary may be unfamiliar to children (e.g., *startled, slithering, rustling, tumbling*). The text also includes content vocabulary that may be unfamiliar to children (e.g., *prey, mate, colony*).
- In Unit 2, Week 5, students read *Me on the Map* by Joan Sweeney. This realistic fiction text explains the relationship of small areas to large areas. The story shows many different types of maps and places. Students may need prior knowledge about how maps work and knowledge of how a town, state, and country relate to one another.
- In Unit 5, Week 3, students read *Thomas Edison, Inventor* by David Adler. This text is a biography written in chapters and tells about how young Tom Edison was very curious. The biography is written by presenting the facts about the life of this historical figure as a fictional story, so students will have to make the connection that it is a nonfiction biography.
- In Unit 6, Week 1, students read *Click, Clack, Moo: Cows that Type*, by Doreen Cronin. The text structure includes a letter format in some places and complex vocabulary such as *impatient, strike, demand, neutral party, ultimatum, emergency, snoop, and exchange*. The illustrations are fun, colorful and support the concept.
- In Unit 6, Week 4, students read *Lissy's Friends* by Grace Lin. This is a fiction text that introduces students to the art of origami. The vocabulary is highlighted in the text to draw attention to words such as *push* and *difficult*. Students will be able to relate to the theme of loss and making new friends. The illustrations are also vibrant and lend well to students' understanding the text.

#### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.

4/4

The instructional materials reviewed for Grade 1 meet the criteria for materials reflecting the

distribution of text types and genres required by the standards at each grade level. Genres and text types are varied and represented throughout the school year. Texts include a mix of informational and literary texts, including poetry and fables.

The following are examples of literature found within the instructional materials:

- In Unit 1, Week 3, *Cool Dog, School Dog* by Deborah Heiligman
- In Unit 3, Week 1, *A Second is a Hiccup* by Hazel Hutchins
- In Unit 4, Week 4, *Creep Low, Fly High* by Author Unknown
- In Unit 5, Week 1, *Goldilocks* by Author Unknown

The following are examples of informational text found within the instructional materials:

- In Unit 1, Week 4, *Friends All Around* by Miela Ford
- In Unit 3, Week 5, *Where Does Food Come From?* by Shelley Rotner and Gary Goss
- In Unit 4, Week 5, *Koko and Penny* by Author Unknown (Time for Kids)
- In Unit 5, Week 2, *The Moon* by Author Unknown

#### INDICATOR 1C

Texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

4/4

The materials reviewed for Grade 1 meet the criteria for texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

Instructional materials provide opportunities for students to listen to grade-level appropriate texts during Shared Reading and Literature Anthology. Texts included have the appropriate level of complexity based on their quantitative analysis, qualitative analysis, and student task.

Texts have the appropriate level of complexity for the grade according to quantitative analysis and relationship to their associated student task and anchor texts are placed at the appropriate grade level. Examples include, but are not limited to:

- In Unit 1, Week 1, Literature Big Book, *This School Year Will Be The Best* by Kay Winters. This text has a quantitative measure of 440 Lexile. The text has ten challenging words that are important for students to know. According to [lexile.com](http://lexile.com), the early reading

indicators of syntactic, semantic, decoding and structure all measure as demanding.

- In Unit 2, Week 2, Literature Big Book, *The 3 Little Dossies* by Jan Brett. This text has a quantitative measure of 630 Lexile. According to [lexile.com](http://lexile.com), the early reading indicators of syntactic, semantic and decoding and structure all range from high demanding to very high demanding.
- In Unit 3, Week 1, Literature Big Book, *A Second is a Hiccup* by Hazel Hutchins. This text has a quantitative measure of 630 Lexile. The early reading indicators of structure and syntactic are reported as very high demanding, while the other indicators of semantic and decoding are demanding.
- In Unit 6, Week 1, Day 3, Literature Anthology, *Click, Clack, Moo Cows that Type* by Doreen Cronin. This text has a quantitative measure 380 Lexile. The knowledge demands for this text are high because it entails multiple perspectives. Students also need to infer complex themes to fully comprehend the text. These factors make the text an appropriate level of complexity.

#### INDICATOR 1D

Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

2/4

The instructional materials reviewed for Grade 1 partially meet the criteria for materials supporting students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

The materials that students interact with on a daily basis do not increase in complexity throughout the school year to help students develop independence of grade-level skills. While texts that are used for interactive read-alouds are in the appropriate Lexile band for read-alouds, there is very little increase in complexity over time. The same is true for the qualitative features of interactive read-alouds. They are considered slightly complex to somewhat complex throughout the year. The same is true for Big Books and books in the literature anthology. While the texts are in the correct Lexile band, the complexity, both qualitative and quantitative does not grow significantly over the course of the year to help students develop independence of grade-level skills. While students do gain knowledge throughout the year based on the text selections, accessing more complex, grade appropriate books by the end of the year is not present.

Interactive Read-Alouds remain around the same Lexile level for the course of the year, as does the qualitative analysis. Specific examples include:

- In Unit 1, Week 3, students hear the informational text "Our Pets" (no author), which has a Lexile of 700 and is considered slightly complex for meaning and knowledge demands, but moderately complex for structure and language.
- In Unit 2, Week 2, students hear the folktale "The Three Little Pigs" (no author), which has a Lexile of 660 and is considered somewhat complex, with the exception of structure, which is considered slightly complex.

- In Unit 3, Week 4, students hear the informational text “Let’s Look at Video Games!” (no author), which has a Lexile of 770 and across all areas of qualitative analysis, is considered somewhat complex.
- In Unit 4, Week 5, students hear the folktale “Ming’s Teacher” (no author), which has a Lexile of 700, but the qualitative complexity ranges from slightly complex with meaning and knowledge demands to somewhat complex with structure and language.
- In Unit 5, Week 3, students hear the informational text “Great Inventions” (no author), which has a Lexile of 640, but qualitative features ranging from slightly complex with meaning to moderately complex with structure.
- In Unit 6, Week 2, students hear the folktale “Anansi’s Sons” (no author), which has a Lexile of 760, and is considered somewhat complex, with a moderately complex language feature.

Big Books and the Anthology are used as shared reading and are meant for students to access on their own increasingly throughout the year. Similar to Interactive Read-Alouds, the complexity only increases slightly throughout the year. Examples include:

- In Unit 1, Week 4, students read the informational text *Friends all Around* by Miela Ford, which has a Lexile of 220 and is considered slightly complex for language and meaning and somewhat complex for structure and knowledge demands.
- In Unit 2, Week 5, students read the realistic fiction text, *Me on the Map* by Joan Sweeney, which has a Lexile of 300 and somewhat complex qualitative features with the exception of language, which is only slightly complex.
- In Unit 3, Week 5, students read the informational text *Where Does Food Come From?* by Shelley Rotner and Gary Goss, which has a Lexile of 770. The meaning and knowledge demands are considered somewhat complex, while the structure and language are considered moderately complex.
- In Unit 4, Week 4, students read the fantasy, *Hi! Fly Guy* by Tedd Arnold, which has a Lexile of 200 and is considered somewhat complex for language and knowledge demands but moderately complex for structure and only slightly complex for meaning.
- In Unit 5, Week 5, students read the informational text “Building Bridges” (no author), which has a Lexile of 550, and qualitative complexity levels of slightly complex for meaning, somewhat complex for language, but moderately complex for structure and knowledge.
- In Unit 6, Week 4, students read the realistic fiction text *Lissy’s Friends* by Grace Lin, which has a Lexile of 460 and is somewhat complex in all areas except structure, which is moderately complex.

#### INDICATOR 1E

Anchor texts (including read-aloud texts in K-2) and series of texts connected to them are accompanied by a text complexity analysis.

1/2

The instructional materials reviewed for Grade 1 partially meet the criteria that anchor texts (including read-aloud texts in K-2) and the series of texts connected to them are accompanied by a text complexity analysis. Instructional materials include a text complexity analysis for most texts; however, not all texts include a text complexity analysis. Quantitative and qualitative measures are provided in the text notes section. A clear rationale for the purpose and placement for texts chosen for the program is not evident.

Examples include the following, but are not limited to:

- In Unit 1, Week 5, Day 1, Literature Big Book, *Move!* by Steve Jenkins, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:
  - "Qualitative Features - Meaning/Purpose - Somewhat Complex: Children may not grasp the true purpose of the text because it uses playful language and print to present facts about how animals move. They may need support understanding that, although this is a nonfiction text, illustrations and playful page designs are used.
  - Structure - Slightly Complex: The text includes many sentences that begin on one page and end on the next spread of pages. Children may need support understanding the playful text sizes and shapes.
  - Language: Language - Moderately Complex: Children may be unfamiliar with some of the animal names (e.g., *gibbon, jacana, arctic hare*). Some vocabulary may be unfamiliar to children (e.g., *startled, slithering, rustling, tumbling*). The text also includes content vocabulary that may be unfamiliar to children (e.g., *prey, mate, colony*).
  - Knowledge Demands - Moderately Complex: The text includes many animals (e.g., *gibbon, jacana, arctic hare*) that children may not be familiar with. Illustrations can be used for support. The final spread of pages includes very detailed facts about each of the animals from the text (e.g., *The polar bear...may be ten feet (three meters) long. It lives in the Arctic and has a thick layer of fat that keeps it warm and helps it float in the icy water.*)
  - Quantitative Features: Lexile 430L.
  - Reader Considerations: Readers may need support understanding the potentially unfamiliar animals of the text. They may need help breaking down the detailed animal facts on the last spread of the book.
  - Task Considerations: The text provides teachers with an opportunity to teach informational text in a fun and playful way. Each page focuses on an animal's movement, and page 29 asks: *Animals move in different ways ... how about you?* This question is paired with an illustration of two human feet. This can provide teachers with an opportunity to talk about the different ways we can move and how they are the same as and different from the animals in the text. Children can also provide examples of other animals they know and the different ways they move."
- In Unit 3, Week 4, Literature Big Book, *Interrupting Chicken* by David Ezra Stein, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:
  - "Qualitative Features - Meaning/Purpose - Somewhat Complex: Since there are many stories contained within this story, children many need support understanding the central idea (i.e., Papa is reading bedtime stories to the little chicken, but she keeps interrupting them).
  - Structure - Moderately Complex: The text contains stories within a story. Children may need support understanding how the stories fit together. Children may think that the little chicken is a character in the stories. They may need support understanding that Papa is telling the stories, and that the little chicken interrupts Papa to tell what she thinks should happen. For example, on pages 10-11, the story that Papa is telling (*Hansel and Gretel*) begins. But on pages 12-13, the little chicken interrupts the story to warn Hansel and Gretel about the witch and retell the story with her own ending. Children may also need guidance in understanding that, on pages 30-33, the story changes to the little chicken's own story. On pages 32-33, "Z-zzzzzzz" is meant to indicate that Papa interrupted the story with his snoring.
  - Language - Somewhat Complex: Children may be unfamiliar with some of the story's vocabulary (e.g., *interrupt, nibble, lovely, involved, stray, by and by, and yawning*). Knowledge Demands Somewhat Complex: Children may need prior knowledge

of well-known tales, namely Hansel and Gretel, Little Red Riding Hood, and Chicken Little. This background knowledge will be helpful in understanding why the little chicken is interrupting the stories.

- Quantitative Features: Lexile 360L
- Reader Considerations: Readers may need some familiarity with the fairy tales from the story to understand the little chicken's feelings. They may also need support in following the complex structure of stories within the story.
- Task Considerations: The story gives teachers the opportunity to teach about the characteristics of fantasy stories, as well as the characteristics of folktales. The little chicken's interruptions can serve as an example about different ways children can rewrite the endings of stories they know, or add to their own stories."

#### INDICATOR 1F

Anchor text(s), including support materials, provide opportunities for students to engage in a range and volume of reading to achieve grade level reading.

2/2

The instructional materials reviewed for Grade 1 meet the criteria that support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.

The Grade 1 materials provide opportunities for students to engage with a range of texts including nonfiction, realistic fiction, poetry and fables. Throughout a given week, students interact daily with two to three texts about the same topic during whole group and small group instruction, including Shared Reading, Paired Selections for small group instruction, Anchor Texts, Interactive Read-Alouds, Leveled Readers, and Literature Big Books. Materials contain lessons and resources for read-alouds, guided reading, and independent reading. Throughout the week students also engage in a close reading of a text. In a typical week, it is suggested that on Day 1, 10 minutes are spent with the literature big book or interactive read aloud, 10 minutes for shared reading, and 65 minutes of small group instruction. On Day 2, students spend 10 minutes with the shared reading and 60 minutes in small group instruction. Then on Day 3, students spend 5 minutes with the literature big book, 20 minutes with the anchor text, and 50 minutes in small group instruction, and on Day 4, students spend 15 minutes with the literature anthology and 50 minutes with small group instruction. Finally, on Day 5, students spend 55 minutes in small groups.

Instructional materials identify opportunities and supports for students to engage in reading and listening to a variety of texts to become independent readers and comprehenders at the grade level and engage in a volume of reading as they grow toward reading independence in Grade 1. Examples include, but are not limited to:

- In Unit 1, Week 5, students engage in reading:
  - Literature Big Book (informational text): *Move!* by Steve Jenkins and Robin Page
  - Shared Reading: "Move and Grin" (unknown author)



- Interactive Read-Aloud (folktale): “The Monkey’s Fiddle” (unknown author)
- Anchor Text: “Move It” (unknown author)
- Paired Selection: “My Family Hike” (unknown author)
- Leveled Readers: “We Can Move!” and “What’s Under Your Skin?” (unknown author)
- In Unit 2, Week 1, students engage in reading:
  - Literature Big Book (fantasy): *Millie Waits for the Mail* by Alexander Steffensmeier
  - Shared Reading (realistic fiction): “Good Job, Ben!” (unknown author)
  - Interactive Read-Aloud (informational text): “Jobs Around Town” (unknown author)
  - Anchor Text: *The Red Hat* by Eva Torres
  - Paired Text: “Firefighters At Work” (unknown author)
  - Leveled Readers: *Pick Up Day* by Arlene Block, “The Recycling Center” (unknown author), *Ben Brings the Mail* by Arlene Block, “At the Post Office” (unknown author), *At Work with Mom* by Arlene Block, “Tools for the School Nurse” (unknown author)
- In Unit 3, Week 3, students engage in reading:
  - Literature Big Book (fantasy): *Interrupting Chicken* by David Ezra Stein
  - Shared Reading (folktale): “The Nice Mitten” (unknown author)
  - Interactive Read-Aloud (folktale): “The Foolish, Timid Rabbit” (unknown author).
  - Anchor Text: *The Gingerbread Man* by Wiley Blevins
  - Paired Text: “Mother Goose Rhymes”
  - Leveled Readers: *How Coquí Got Her Voice* by Amy Helfer and *The Magic Paintbrush* by Amy Helfer.
- In Unit 5, Week 4, students engage in reading:
  - Interactive Read-Aloud (folktale): “The Squeaky Bed” (unknown author)
  - Literature Big Book (realistic fiction): *Whistle for Willie* by Ezra Jack Keats

### CRITERION 1G - 1N

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

16/16

Wonders 2020 for Grade 1 includes text-dependent/specific questions and tasks that build to an integrated, culminating tasks that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts through the implementation of protocols to scaffold conversations as students’ oral language skills grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process

writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

#### INDICATOR 1G

Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

2/2

The materials reviewed for Grade 1 meet the criteria that most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

The materials provide opportunities for students to engage with the texts. Questions and tasks provide opportunities for students to use text-based evidence when answering questions or completing tasks correlated with the text they are reading or listening to. These opportunities are included in the Literature Big Book, Shared Read, Interactive Read-Aloud, Reading/Writing Companion, and Paired Selections.

Instructional materials include questions, tasks, and assignments that are mainly text-based over the course of a school year. Examples include, but are not limited to:

- In Unit 1, Week 3, Day 1, Teacher Edition, Whole Group, Shared read, *A Pig for Cliff* by author unknown. In Visualize, the teacher asks the questions:
  - "How do you picture Slim's face on these pages?"
  - Why can't Slim sit with Cliff Cat?
  - Talk about it with your partner."
- In Unit 1, Week 5, Day 3, Teacher Edition, Whole Group, Anchor Text, Literature Anthology, *Move It!* by author unknown, the teacher asks, "Let's look at page 89. The boy is catching a ball. What two key details does the text tell us about catching?"
- In Unit 3, Week 5, Day 3, Teacher Edition, Whole Group, Anchor Text, Literature Anthology, *From Cows to You* by author unknown, the teacher models using the strategy of rereading and teacher think-aloud, "I'm not sure I understand why being a dairy farmer is hard work..." Students are asked "How are small farms and big farms different?" Both require students to use details from the text.
- In Unit 4, Week 2, Day 4, Teacher Edition, Whole Group, Paired Selection, Literature Anthology, *Busy As a Bee* by author unknown, the teacher asks, "What details on page 58 tell about queen bees?"
- In Unit 6, Week 5, Day 4, Teacher Edition, Whole Group, Paired Selection, Literature Anthology, *A Young Nation Grows* by author

unknown, the teacher asks, “What sentence tells about what happened to the colonies? Underline it. Talk with a partner about why the author included a map.” On page 153, the teacher asks, “Talk with a partner about the numbers on the map. How does the key help you understand the map?”

Teacher materials provide support for planning and implementation of text-dependent writing, speaking, and activities. Examples include, but are not limited to:

- In Unit 1, Week 3, Day 3, Teacher Edition, Whole Group, Anchor Text, *Flip* by Ezra R. Tanaka, students fill in a graphic organizer. The teacher asks, “What details have we read? Flip is the girl’s pet. Flip is big. This is a key detail. Think about the words and pictures on these pages. What are some key details?” The students work with a partner to decide what is the most important key detail. Then they add it to their chart. The teacher models, “I want to know what key details are on this page. I will look at the words and pictures. What is a key detail on page 55?” The students look at pages 58–60 and answer the question, “How does the author help you know Flip’s plan?”
- In Unit 1, Week 5, Day 4, Teacher Edition, Reading Writing Companion, *My Family Hike* by author unknown, students respond to the question and prompt, “What clues help you know how Otto feels? Circle the clues in the story. Then reread the text and talk with a partner about how he feels. Talk with a partner about why the word *another* is in bold print.”
- In Unit 3, Week 4, Day 3, Teacher Edition, Whole Group, Anchor Text-Literature Anthology, *Long Ago and Now* by Minda Novek, students fill in the online Compare and Contrast Graphic Organizer as the teacher reads. The teacher asks, “How does the author organize the information? How do the photos help you understand the information in the text? Authors have a reason for organizing the text in a certain way. What do you understand because of the way the author organizes the information and details?”
- In Unit 5, Week 3, Day 2, Teacher Edition, Whole Group, Comprehension, Reading/Writing Companion, *The Story of a Robot Inventor* by author unknown, the teacher models by filling in the first box of the graphic organizer. “We read that he had to build a robot that could swim. This is the problem. Write that in the first box.” Students are then guided to write about the steps Takahasi took to solve the problem.

#### INDICATOR 1H

Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

2/2

The materials reviewed for Grade 1 meet the criteria for materials containing sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

Throughout the program, the materials contain sets of high-quality sequences of text-based questions and activities that build to a culminating task. In each week of a unit, students are given the opportunity to reflect on their learning from the week. Each week has a final performance task, called

the Weekly Wrap-Up. It is designed to help students demonstrate their understanding of the essential question. Students complete the Weekly Wrap-Up in their Reading/Writing Companion. This culminating task is the same each week.

Some specific examples of what students learn and how they demonstrate their knowledge of the topic at the end of the week include:

- In Unit 2, Week 3, students spend the final day reviewing the essential question and discussing the different texts from the week. Students look at an image in their Reading/Writing Companion and discuss what the painting shows about where birds live and how the forest in the painting is different than the pond they read about in "The Best Spot" (no author). Then students work with a partner to compare the painting and *At a Pond* by Nancy Finton. They talk about how the birds building the nest in the image relate to the animals that live at the pond. Questions throughout the week that support this task include, "Which animals live in nests? What do frogs do at the pond? How are the selections similar?"
- In Unit 3, Week 3, students learn about folktales. Students review the essential question before comparing a picture in their Reading/Writing Companion with the text *The Gingerbread Man* by Wiley Blevins. Students compare the characters in the picture to the characters from the story. Then students compare the image with the characters in "The Nice Mitten" (no author). Students record their notes using a foldable and work with a partner. Then students reflect on what they learned throughout the week in writing. Questions throughout the week that support the culminating task include, "How are the animals in 'The Foolish, Timid Rabbit' like the animals in 'The Nice Mitten'? What happens in the beginning of the story?" In addition, students complete the sentence starter, "*The Nice Mitten* is like other folktales because...".
- In Unit 5, Week 4, students learn about sounds. On the last day, students hear a song called "I Have a Car" and then students compare the sound words in the song with the sound words in the text, "Now, What's That Sound?" (no author). Students work with a partner to compare the sounds in the song with the sounds that they learned about in "Shake! Strike! Strum!" (no author). Finally, students reflect on the essential question in the Reading/Writing Companion by writing what they learned about sounds. Questions throughout the week that support the culminating task include, "What is Peter's problem? Has he tried to change or solve his problem?" Students also complete the sentence stem, "*The sound \_\_\_\_\_ is made by ...*".

In Week 6 of every unit, students complete a spiral review and show what they know from the entire unit versus just the one week. Examples of this include:

- In Unit 2, students learn about realistic fiction. Students read the selection, "Where is Rex?" quietly to themselves and then answer questions that demonstrate their understanding from the unit such as, "How can you tell the story is realistic fiction? Where do Beth and Mom like to jog? Why does Rex run and run?"
- In Unit 4, students learn about folktales. Students begin Week 6 by reviewing "Little Red Hen" and then answer questions such as, "How do you know this story is a folktale? What does Little Red Hen do after she plants the wheat?" Students write about the lesson in the folktales and what Little Rabbit learns.

## INDICATOR II

Materials provide frequent opportunities and protocols for evidence-based discussions (small group,

peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

2/2

The materials reviewed for Grade 1 meet the criteria for materials providing frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

The materials provide students opportunities to engage in evidence-based discussions using academic vocabulary in whole class, small groups, and peer-to-peer. Opportunities are seen throughout the units in the Think-Aloud, Talk About It, Collaborative Conversations, and Vocabulary Picture Cards routines.

For example:

- In Unit 1, Week 1, Day 1: Talk About It, teachers are prompted to say “Listen Carefully: As students engage in partner, small-group, and whole-group discussions, encourage them to: always look at the speaker, respect others by not interrupting them, and repeat others’ ideas to check understanding.”
- In Unit 3, Week 3, Collaborative Conversations, as students engage in partner, small group, and whole group discussions using the Reading/Writing Companion, they are encouraged to: “always look at the speaker, respect others by not interrupting them, and repeat others’ ideas to check understanding.”
- In Unit 4, Week 2, Day 1, Shared Read, *A Team of Fish* by author unknown, using the Reading/Writing Companion, students are asked to, “point to the idiom *snapped up*. Read and have students repeat. Snap your fingers. Say: I can snap. Explain that *snapped up* has a different meaning. *Snapped up* means “grabbed quickly.” Ask: What do you think happens to a fish that gets snapped up? (The fish gets eaten by a bigger fish.) Have partners talk about what causes a fish to get “snapped up.”
- In Unit 4, Week 2, Day 1: Talk About It, Be Open to All Ideas, “As children engage in partner, small group, and whole group discussions, remind them: that everyone’s ideas are important and should be heard, not to be afraid to ask a question if something is unclear, and to respect the opinions of others.”
- In Unit 5, Week 1, Day 1, Talk About It, English Language Learners Scaffold, teachers use the Talk About It routine and say “Point to the garden. Say *garden* and have children repeat. Provide a sentence frame: This is a garden. Intermediate - Help students describe what they see in the photo. Provide sentence frames: This is a garden. I see plants. Advanced/Advanced High - Encourage partners to talk about what they see in the picture. Ask: What do plants need to grow? Plants needs water to grow.”

#### INDICATOR 1J

Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

2/2

The materials reviewed for Grade 1 meet the criteria for materials supporting students’ listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

The materials provide opportunities for students to partake in listening and speaking activities about what they are reading through responding to evidence-based questions prompted by the teacher, as well as whole group and partner share. Collaborative conversations are encouraged throughout each unit. Students also have opportunities to discuss what they are researching.

For example:

- In Unit 1, Week 1, Big Idea, students “say hello to your partner. Talk about each photo. Circle someone in the photo who is trying something new. Talk about what these friends are doing. Talk about ways friends can get along.”
- In Unit 1, Week 2, Days 1-5, Whole Group, Shared Read, *Six Kids*, on Day 3, the teacher prompts, “This is an important key detail because it shows Pip’s action. Let’s add it to the Key Details chart...What key details do we see and read on these pages? What is Pip doing? Let’s add these details to our chart.”
- In Unit 2 Week 3, Day 2, Whole Group, Interactive Read-Aloud, “Animals in the Desert” by author unknown, students discuss the animals and habitat in the selection. The teacher guides the children to share what they discussed, and adds the students’ ideas to the class Essential Question Chart.
- In Unit 5, Week 1, Day 5, Whole Group, Independent Writing, Write About the Anchor Text, students review their final drafts about the Anchor text. The teacher reviews the listening and speaking strategies: “speak in complete sentences, support their opinion using describing details, listen to and think about what the presenter is saying, and wait until the presenter has finished to ask questions.” Students work with a partner to practice presenting their writing to each other. Students present their final drafts in front of the class. Students can ask and answer questions to clarify information. The teacher is encouraged to record children as they share so they can self-evaluate.
- In Unit 5, Week 6, Day 1-2, Whole Group, Academic Vocabulary: captions, inventions, reliable, Reading Digitally, *Time for Kids*, *Great Ideas*, for the academic vocabulary word, *inventions*, the teacher instructs students to “Scroll back to the top, and read the article aloud. As you read, ask questions about the inventions and what they do.” The teacher then models taking notes using the Main Idea and Details Graphic Organizer #51. After each section, the children discuss what they learned about the invention with a partner. The teacher encourages them to use text evidence.
- In Unit 6 Week 4, Day 1, Whole Group, Interactive Read-Aloud, “Let’s Dance” by author unknown, after the teacher reads the interactive read aloud, the children retell the text. The teacher prompts the students to discuss the traditions that they learned about by asking, “What do people do at a powwow to celebrate Paiute history and traditions? Where might you see people doing the Hora dance?”

#### INDICATOR 1K

Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

2/2

The materials reviewed for Grade 1 meet the criteria for materials including a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.

Instructional materials provide students with opportunities for students to write daily. For example, on Days 1 and 2, students are active participants in both shared writing and evidence based independent writing using the texts from the week. On Days 3, 4, and 5, students work through the writing process where they using practice application of a writing skill, citing textual evidence, revising, editing, and publishing a piece of writing.

Materials include a mix of both on-demand and process writing that covers a year's worth of instruction. Examples include, but are not limited to:

- In Unit 1, Week 3, Independent Writing, Teacher Edition, students are given the opportunity to choose from three writing prompts:
  - “Do you have any pets? What makes them special?”
  - “How are different pets special?”
  - “How can we help the pets in our lives?”
- In Unit 2, Week 2, Day 5, Whole Group, Independent Writing, students write about the anchor text, *The Pigs, the Wolf and the Mud*, by Ellen Tarlow. The students are prompted to find clues to help write directions for the pigs to follow. The students use clues from the story and illustrations to describe the specific steps the pigs will need to take to build their new hut. The teacher provides sentence frames to students as needed.
- In Unit 3, Week 2, Day 4, Independent Writing Literature Anthology, Write about the Anchor Text, Edit and Proofread, students are directed to look for specific language in their writing and editing using proofreading marks. Focus questions are: “Does the response include evidence from the text? Specific Words - Does the response contain specific words to help readers form a clear picture in their minds?” Peer editing is practiced.
- In Unit 4, Writing and Grammar, pages 158-167, Poetry, students use a model to plan, draft, and revise their own poetry.
  - Poetry - Plan. Student model *Go, Tiger, Go!*, page 158-161. Draw and write about an animal. Write about what it can do. Think about words that rhyme.
  - Poetry - Draft. Focus on descriptive words. Page 162-163
  - Poetry - Revise and Edit. Focus on verbs and adverbs. Page 164-165
  - Poetry - Share and Evaluate. Students use a checklist and a peer conversation to evaluate their writing. Students write to answer the question “What did you do well in your writing?” and “What do you need to work on?” Page 166-167.
- In Unit 5, Week 2, Day 1, Teacher Edition, Shared Writing, after reading the Shared Read, *A Bird Named Fern* by author unknown, students respond to the prompt, “What did Fern do in *A Bird Named Fern*?” Students respond in complete sentences as the teacher dictates their responses.
- In Unit 6, Teacher Edition, Writing Process, after reading a persuasive text, *Be a Volunteer!* by author unknown, students create their own persuasive writing. Students start by choosing a topic and planning their writing using the Reading/Writing Companion pg. 160. Students write their draft. The teacher models and provides an example. Students then revise their drafts, edit and proofread. Once they have written a final draft, students publish, present, and evaluate their writing.

#### INDICATOR 1L

Materials provide opportunities for students to address different text types of writing that reflect the

distribution required by the standards.

2/2

The materials reviewed for Grade 1 meet the criteria for materials providing opportunities for students to address different text types of writing (year-long) that reflect the distribution required by the standards.

Instructional materials provide opportunities for students to write narrative, opinion, and informative writing pieces. Each writing lesson has a purpose for writing, a teaching and model section, and examples/rubrics to guide students through shared and independent writing. Materials provide opportunities across the school year for students to learn, practice, and apply different genres/modes of writing.

Examples of narrative writing include, but are not limited to:

- In Unit 1, Week 3, the shared writing prompt requires the class to write a new story of “A Pig for Cliff” (unknown author) where he brings home a different pet. Students also complete a personal narrative in their Reading/Writing Companion.
- In Unit 2, Week 2, students write directions for the pigs to follow when building their hut, after listening to “The Pigs, the Wolf, and the Mud” (unknown author) in their Literature Anthology.

Examples of opinion writing include, but are not limited to:

- In Unit 1, students choose a book and write what they liked about it in Extend Your Learning section of the Reading/Writing Companion; however, this is optional and no instruction is provided. This writing prompt is also given in Units 4, 5, and 6.
- In Unit 2, Week 1, students respond to the prompt, “Would you like to have Jen’s job? Describe what you would like or not like and why.” after listening to the text *The Red Hat* by Eva Torres in the Literature Anthology. Students learn that opinion writing contains the opinion, as well as the reasons for the opinion.
- In Unit 3, Week 4, students look at the photographs and illustrations in “Life at Home” and respond to the prompt, “Would you rather wash things as we do now or as people did long ago? Why?”
- In Unit 4, Week 2, students complete a shared writing about what are some of the good and bad things about being a little fish. Then students independently respond to the prompt, “Which animal team do you think is most interesting? Why?” after hearing the anchor text *Animal Teams* by Rachel Mann.
- In Unit 5, Week 1, students listen to the text *In a Lost Button* by Arnold Lobel and write whether they think Frog or Toad was the best friend and why.
- In Unit 6, Week 5, students learn about persuasive writing and in their Reading/Writing Companion, students write a persuasive text on a topic of their choosing.

Examples of informational writing include, but are not limited to:

- In Unit 1, Week 5, students “use the words *first*, *next*, *then*, and *last* to describe the steps needed to make one of the motions in ‘Move It!’”



- In Unit 4, Week 3, during shared writing, students hear the story, “Go Wild” (unknown author), and write about how animals use their body parts to help them find food.
- In Unit 4, Week 5, students independently write about the benefits Koko gains by learning sign language in the text “Koko and Penny” (unknown author).
- In Unit 5, Week 2, students respond to the prompt, “Why couldn’t Kitten drink the milk in the sky? How do you know?” after hearing *Kitten’s First Full Moon* by Kevin Henkes. Students use text evidence to make inferences to answer this writing prompt.
- In Unit 5, Week 3, after listening to the story, “The Story of a Robot Inventor” (unknown author), the students complete a shared writing about what makes a good inventor based on text evidence.
- In Unit 6, Week 4, after listening to the story “A Spring Birthday” (unknown author), students complete a shared writing by writing a letter from Marco explaining to his parents why he wants to start a new tradition. In the letter, students must describe the new tradition. Students learn how to use text evidence to support their ideas in the letter.

### INDICATOR 1M

Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

2/2

The materials reviewed for Grade 1 meet the criteria for materials including regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

Instructional materials provide opportunities for students to write and support their writing with evidence for the texts that they are reading. During shared writing, students learn and practice new writing skills and how to provide support using evidence from the text. Students also write opinions on books they have chosen to read and use text evidence to explain their opinion.

Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence. Examples include, but not limited to:

- In Unit 1, Week 5, Days 1-5, Reading Writing Companion, *Move and Grin!* by author unknown, the teacher rereads the text and takes notes to help find text evidence. For example, on page 136, “The text tells me that Scott’s frog can hop and jump. I see the frog doing a big jump in the photo.” The teacher reminds students to use their first note to remember information to use for their writing. Students then write a sentence using the evidence they recorded.
- In Unit 3, Week 4, Independent Writing, *Long Ago and Now* by Minda Novek, students respond to the prompt, “Do you think being a kid is better now, or was it better in the past? Why?” The teacher states, “To respond to the prompt, you need to find text evidence and make inferences to form your opinion about whether it was better to be a kid long ago or if it is better to be a kid now.” Students find text evidence to help them respond to the prompt. As students begin working on their writing, they are instructed to form their opinion and find reasons and inferences from the text to support that opinion.
- In Unit 4, Week 2, Day 1, Language Arts, Shared Writing, the teacher and students work together to respond to the prompt, “Why do fish swim in schools?” The teacher states, “To respond to this prompt, we need to look at the text and photographs in A

*Team of Fish*. Students find text evidence to support their writing in the prompt.

- In Unit 4, Week 2, Day 3, Anchor Text, after students read the text, *Animal Teams* by Rachel Mann, students write a fact about an interesting animal in their Response Journals. A sentence frame is provided, “An interesting animal I know is a \_\_\_\_ . It can \_\_\_\_ .” On the same day, students complete an independent writing prompt about the anchor text, “Which animal team do you think is most interesting? Why?” The teacher states, “The first part of this prompt is asking for your opinion about which animal team from the selection *Animal Teams* is most interesting. The second part of the prompt asks you to explain why you have that opinion. You will use facts from the text to explain your opinion.” Students find text evidence using the words and photos to write to the prompt.
- In Unit 5, Week 3, Day 3, Independent Writing, students analyze the prompt, “What can you tell about what made Thomas Edison a good inventor?” The teacher reminds students they can use the evidence about things Thomas did as a child to see if he was a good inventor. Students complete a draft using notes, details, and evidence from the text to write to the prompt.

### INDICATOR 1N

Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

2/2

The materials reviewed for Grade 1 meet the criteria for materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

Instructional materials provide opportunities for teachers to explicitly teach grammar, language, and handwriting skills and provide guided practice. Materials include multiple opportunities for students to independently practice each new skill. Students have opportunities to practice new skills during whole group and partner share. All grammar and conventions standards are covered over the course of the year and most standards are revisited throughout the year in increasing complexity, such as application to the text. Students have opportunities over the course of the year to apply newly learned skills both in and out of context; however, opportunities are missed for students to learn printing letters *a*, *i*, *n*, *r*.

Materials include explicit instruction of all grammar and conventions standards for the grade level. Examples include, but are not limited to:

- Students have opportunities to print most upper- and lowercase letters. In Unit 0, 22 letters are taught. Instruction is missing in printing letters *a*, *i*, *n*, *r*.
  - In Unit 0, Week 1, Day 2, at the end of the Phonics lesson, teachers are directed to use the models in the back of the Reading/Writing Companion to show students how to write the letters *p* and *t*. The teacher points out that when we write, we move from left to right. The teacher traces the letters with his/her finger, moving in the direction of the arrows. Students do the same. The teacher is directed to use the online handwriting models for additional instruction and practice.
- Students have opportunities to use common, proper, and possessive nouns.

- In Unit 2, Week 3, Day 1, the teacher explains to students that writers use an apostrophe and the letter *s* at the end of many nouns to say that someone or something owns something. The teacher displays the following sentences: "Meg's dog is wet! The dog's bed is red." The teacher explains that *Meg's* and *dog's* are possessive nouns and that in the first sentence, the dog belongs to Meg. In the second sentence, the bed belongs to the dog. The teacher displays similar sentences and reads them aloud. The teacher prompts students to chorally reread them. Students work with a partner to circle the possessive noun in each sentence and underline what item is owned.
- In Unit 2, Week 4, Day 1, during the Grammar portion of the lesson, the teacher explains that a common noun names a person, place, or thing and begins with a lowercase letter and a proper noun names a particular person, pet, place, or thing and begins with a capital letter. The teacher displays the following sentences: "Seth has a drum. This is West School. My dog Bing runs fast." The teacher points out that *Seth*, *West School*, and *Bing* are proper nouns, and *drum* and *dog* are common nouns. Students identify which proper noun names (1) a person, (2) a place, (3) a pet. The teacher writes and reads aloud similar sentences. The teacher prompts students to chorally reread them. The teacher guides pairs to take turns identifying the proper nouns. Students edit their drafts in their Writer's Notebook for common and proper nouns.
- Students have opportunities to use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  - In Unit 2, Week 2, Day 1, during the Grammar portion of the lesson, the teacher reminds students that a singular noun names one person, place, or thing and that plural nouns name more than one person, place, or thing. The teacher explains that most times you add *-s* to the end of a noun to make it plural, except when nouns end in *-x*, *-s*, or *-ss*, add *-es* to make it plural. The teacher writes the following sentences on the board: "Six (cub/cubs) build a (hut/huts). A (cub/cubs) has (stick/sticks)." Students then work with partners to orally generate sentences with singular nouns and change them into plural nouns. Students review the Shared Writing and identify correct singular and plural nouns.
- Students have opportunities to use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
  - In Unit 6, Week 1, Day 1, during the Grammar portion of the lesson, the teacher reviews that a noun is a person, place, thing, or idea and explains that pronouns are words that take the place of nouns. The teacher displays a paragraph and reads it aloud. The students identify the pronouns. "We got fruit at the farm stand. (we) They will make a fruit pie. (they) You can help, too. (you) She cuts up a plum. (she) He makes the crust. (he) I know it will taste good! (I, it)"

Partners use their own names in oral sentences and then replace them with the pronoun *I* and make sentences using *you, he, she, it, we, and they*.

- Students have opportunities to use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - In Unit 3, Week 2, Day 1, during the Grammar portion of the lesson, the teacher reviews that a verb is an action word and explains that a present tense verb tells about an action happening now. The teacher displays and reads: "Spike hikes up the hill." The teacher explains that when a present tense verb tells about one noun, it ends in *-s*. The teacher displays the sentences: "Jan and Dave wipe off the plates. I ride my bike. You ride your bike." The teacher explains that when a present tense verb tells about more than one noun, like *Jan and Dave*, it does not end in *-s* and that when the naming word is *I* or *you*, the present tense verb does not end in *-s*. The teacher writes and reads aloud similar sentences and guides the students to

- identify present tense verbs and explain why they do or do not have an -s at the end.
- In Unit 3, Week 3, Day 4, in the Grammar part of the lesson, the teacher reminds students that past tense verbs tell about action that already happened and future tense verbs tell about something that will happen. The teacher asks, "What do you do to most verbs to show that it happened in the past? What can you do to a verb to show that an action will happen in the future?" Partners work together to change past tense to future and future tense to past.
  - Students have opportunities to use frequently occurring adjectives.
    - In Unit 5, Week 2, Day 1, during the Grammar portion of the lesson, the teacher explains that an adjective is a word that describes a noun and that adjectives tell number, color, size, or shape. The teacher explains that they also tell how things look, sound, feel, smell, or taste. The teacher displays the following sentences: "A big crow floated in the sky. I feel the hot sun on my face." The teacher explains that *big* and *hot* are adjectives. The teacher points out that *big* describes size and *hot* tells how something feels. Partners work together to identify the adjectives in similar sentences.
  - Students have opportunities to use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*).
    - In Unit 5, Week 1, Day 1, during the Grammar portion of the lesson, the teacher explains that two complete sentences can be joined together with a joining word and that the words *and*, *but*, and *or* are used to put two sentences together, separated by a comma.
  - Students have opportunities to use determiners (e.g., articles, demonstratives).
    - In Unit 5, Week 4, Day 1, during the Grammar portion of the lesson, the teacher explains that the words *a* and *an* are special adjectives called articles. The teacher explains that we use *a* before a word that begins with a consonant sound (*a hound*). We use *an* before a word that begins with a vowel sound (*an ape*). The teacher writes similar sentences and reads them aloud. Students identify the articles.
  - Students have opportunities to use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*).
    - In the Teacher Edition, Unit 5, Week 5, Day 1, during the Grammar portion of the lesson, the teacher displays the following sentence: "The brown mole is in the ground." The teacher explains, "The word *in* connects the words *the brown mole* and the phrase that tells where the mole is—*the ground*. The teacher explains that a preposition connects a noun or pronoun to another part of a sentence and a prepositional phrase begins with a preposition and ends with a noun or pronoun. The teacher displays and reads similar sentences. The teacher prompts students to chorally reread them. Partners identify the preposition in each sentence.
  - Students have opportunities to produce and expand complete simple and compound declarative, interrogative, imperative (command), and exclamatory sentences in response to prompts.
    - In Unit 1, Week 4, Day 1, during the Grammar portion of the lesson, the teacher explains that a question asks something and ends with a question mark. The teacher explains that an exclamation shows strong feeling or excitement and ends with an exclamation mark. Partners orally generate questions, exclamations, and commands. The students review the Shared Writing and point out and/or correct the use of questions and exclamations. If questions and exclamations are not in the Shared Writing, the teacher and students work to add them, and reread the response together.
  - Students have opportunities to capitalize dates and names of people.
    - In Unit 2, Week 4, Day 2, in the Grammar portion of the lesson, the teacher reminds students that names of particular people, pets, places, and things are called proper nouns and that a proper noun begins with a capital letter. Students work with a partner to orally generate sentences with common and proper nouns, challenging them to create sentences that

include at least one common and one proper noun.

- Students have opportunities to use end punctuation for sentences.
  - In Unit 1, Week 1, Day 1, during the Grammar portion of the lesson, the teacher explains that a sentence is a group of words that tells a whole idea, begins with a capital letter, and ends with a punctuation mark. The teacher points out the capital letters and periods in sample sentences. Students count the number of words in the sentence. Students work in partners to orally generate complete sentences. The teacher and students review the Shared Writing and point out the capital letters and periods.
- Students have opportunities to use commas in dates and to separate single words in a series.
  - In Unit 2, Week 1, Day 4, during the Grammar portion of the lesson, the teacher reminds students that when a writer uses three or more nouns in a list, there is a comma after all but the last noun. The teacher displays sentences with punctuation errors and reads each aloud. The students work together to fix the sentences. Students can have additional practice with commas in a series in the Practice Book page 94 or the online activity.
- Students have opportunities to use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - In Unit 2, Week 2, Day 3, during the Spelling portion of the lesson, the teacher displays index cards for *-un*, *-ut*, *-ug* and forms three columns in a pocket chart. The teacher holds up the *run* Spelling Word Card from page 101 of the online Teacher's Resource Book. The teacher says and spells it. The teacher pronounces each sound clearly: /r/ /u/ /n/. The teacher blends the sounds, stretching the vowel sound to emphasize it: /ruun/. The teacher repeats this step with *fun*. Both words are placed below the *-un* card. The teacher reads and spells each spelling word. The students repeat each word. The teacher asks, "What do you notice about these spelling words? They have the /u/ sound, and they rhyme because they both end with /un/ spelled u-n." The students are given the Spelling Word Cards from page 101 of the online Teacher's Resource Book. The students say and spell *-un* and each word in the word family and repeat the process with the *-ut* and *-ug* words. In Unit 2, Week 2, Day 4, during the Spelling portion of the lesson, the teacher provides pairs of students with copies of the Spelling Word Cards. While one partner reads the words one at a time, the other partner orally segments the word and then writes the word. After reading all the words, partners switch roles. Students correct their own papers and sort the words by ending spelling pattern: *-un*, *-ut*, *-ug*, or no short *u* ending.
- Students have opportunities to spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
  - In Unit 2, Week 2, Day 1, during the Spelling portion of the lesson, the teacher gives a pretest for the spelling words from the week. The teacher pronounces each spelling word, reads the sentence, and pronounces the word again. The students are asked to say each word softly, stretching the sounds, before writing it. After the pretest, the teacher displays the spelling words and writes each word as the letter names are said. Students check their words using the Practice Book page.

#### CRITERION 10 - 1T

Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

Wonders 2020 for Grade 1 provides explicit instruction in alphabetic knowledge, letter-sound relationships, phonemic awareness, phonics, directionality and function, and structures and features of text. Throughout the course of the year, students have frequent opportunities to read on-level text with fluency and purpose. Students have multiple opportunities to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and Shared Reading. Frequent opportunities are provided throughout the entire program to assess students' mastery of foundational skills and to progress monitor student growth. Support for differentiation of foundational skills is found throughout the program.

#### INDICATOR 10

Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context.

4/4

The materials reviewed for Grade 1 meet the criteria that materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.

Grade 1 materials provide explicit instruction in phonological awareness and phonics. This includes teacher modeling, guided practice and opportunities for students to practice the skills independently. Students are given ample opportunities to build, blend, and manipulate letters and sounds to make words. Within the Word Work part of lessons, explicit instruction is given in phoneme addition, deletion, and substitution.

Students have frequent opportunities to learn and understand phonemes (e.g. distinguish long and short vowels, blend sounds, pronounce vowels in single-syllable words, and segment single-syllable words). Examples include, but are not limited to:

- Students have opportunities to distinguish long from short vowel sounds in spoken single-syllable words.
  - In Unit 4, Week 3, Day 1, the teacher tells the students they can categorize short words by whether they have long or short vowel sounds. The teacher says, "Listen as I say three words: *bait*, *cake*, *hand*. Which word doesn't belong? Yes, *bait* and *cake* have long a sounds, but *hand* has a short a sound. *Hand* does not belong." The teacher and students work together to identify the word that is not in the same category or does not belong. If students need additional practice categorizing phonemes, they can use the Practice Book or the online activity.

- Students have opportunities to orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
  - In Unit 1, Week 1, Day 3, during the Phonemic Awareness portion of the lesson, the teacher places markers on the Response Board to represent sounds. The teacher says, "I'm going to put one marker in each box as I say each sound. Then I will blend the sounds to form a word. The teacher places a marker for each sound as the teacher says: /s/ /a/ /d/. The teacher then says: This word has three sounds: /s/ /a/ /d/. Listen as I blend these sounds to form a word: /saad/; *sad*. The word is *sad*." The teacher and students practice together. The teacher provides corrective feedback as needed.
- Students have opportunities to isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
  - In Unit 5, Week 4, Day 2, during the Phonemic Awareness portion of the lesson, the teacher says, "Listen carefully as I say a word: *out*. What sound do you hear at the beginning of the word? /ou/. The word *out* has the /ou/ sound at the beginning." The teacher repeats for the medial /ou/ in *gown* and the final /ou/ in *cow*. Students practice isolating initial, medial, and final phonemes. The teacher says, "Listen carefully as I say a word. Tell me the sound you hear at the beginning, in the middle, or at the end of the word." The teacher guides students as they practice and provides corrective feedback as needed. If students need additional practice isolating sounds in words, they can use Practice Book page 386 or the online activity.
- Students have opportunities to segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
  - In Unit 3, Week 2, Day 3, during the Phonemic Awareness portion of the lesson, the teacher uses the Response Board to show the students how to segment the individual sounds in words. The teacher says, "I am going to say the sounds in the word *slide*: /s/ /l/ /ī/ /d/. The first sound is /s/. The second sound is /l/. The next sound is /ī/. The last sound is /d/. I'll place a marker in a box on the Response Board for each sound I hear. This word has four sounds: /s/ /l/ /ī/ /d/, *slide*." The teacher asks students to do some similar work using their Response Boards. The students and teacher practice with the additional words.

Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. spelling-sound correspondences of digraphs, decode one-syllable words, know final-e and long vowels, syllable and vowel relationship). Examples include, but are not limited to:

- Students have opportunities to know the spelling-sound correspondences for common consonant digraphs.
  - In Unit 2, Week 5, Day 1, during the Phonics portion of the lesson, the teacher displays the *cheese* Sound-Spelling Card. The teacher models the sounds /ch/ spelled *ch* and *-tch* using *cheese* and *match*. The teacher says, "This is the *cheese* Sound-Spelling Card. The sound is /ch/. The /ch/ sound is spelled with the digraph *ch*. This is the sound at the beginning of the word *cheese*: /ch/ /ē/ /z/. Sometimes at the end of a word the /ch/ sound is spelled with the trigraph *-tch*, as in *match*." The students practice connecting the digraph *ch* and the trigraph *tch* to /ch/ by writing them. Students practice blending words with digraphs and trigraphs and can use Practice Book page 147 or the online activity.
- Students have opportunities to decode regularly spelled one-syllable words.
  - In Unit 4, Week 3, Day 1, during the Phonics portion of the lesson, the teacher displays Word-Building Cards *g*, *o*, *a*, *t*. The teacher says, "This is *g*. It stands for /g/. These are *o* and *a*. Together they can stand for /ō/. This is *t*. It stands for /t/. Listen: /gōōōt/." The teacher continues with: *load*, *row*, *toe*, and *most*. The teacher displays the Day 1 Phonics Practice Activity and guides the students as they practice, reading each word in the first row. The teacher provides corrective feedback as needed.

If students need additional practice blending words with long *a*, they use the Practice Book or the online activity.

- Students have opportunities to know final *-e* and common vowel team conventions for representing long vowel sounds.
  - In Unit 3, Week 1, Day 1, during the Phonics portion of the lesson, the teacher displays the train Sound-Spelling Card. The teacher models /ā/ spelled *a\_e* using the words *ate* and *made*. The teacher models writing the word *at* and adding an *e* to make *ate*. The teacher says, "This is the train Sound-Spelling Card. The sound is /ā/. Today we will learn one spelling for the /ā/ sound. Look at this word: *at*. This word has the short *a* sound /a/. I'll add an *e* to the end. The new word is *ate*. The letters *a* and *e* work together to make the sound /ā/. Listen as I say the word: /āt/. I'll say /āāāt/ as I write the word *ate* several times." The teacher models again using the word *made*. The students practice connecting the letters *a\_e* to the sound /ā/ by writing words with the sound-spelling. If students need additional practice blending words with long *a*, they use the Practice Book or the online activity.
- Students have opportunities to use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
  - In Unit 3, Week 4, Day 3, during the Structural Analysis portion of the lesson, the teacher says the word *pancake* and asks students to listen closely to hear the vowel sounds. The teacher points out the /a/ sound in *pan* and the /ā/ sound in *cake*. The students tell how many syllables they hear in *pancake*. The teacher writes the word *pancake* and draws a line between the syllables. The teacher underlines *a* and *e* and explains, "The letters *a\_e* in *cake* act as a team to stand for the /ā/ sound. This is a vowel-consonant-*e* syllable." The teacher blends and decodes: *classmate*, *bedtime*, *complete*, *invite*, *dislike*, *sunrise*, *onstage*, and *nickname*. The students tell how many syllables they hear in each word and divide the word into syllables. Students practice decoding words with CVCe syllables using the Practice Book or the online activity.
- Students have opportunities to decode two-syllable words following basic patterns by breaking the words into syllables.
  - In Unit 3, Week 4, Day 4, during the Structural Analysis portion of the lesson, the teacher writes the words *update*, *sunshine*, and *awoke* on the board and reads them with students. The teacher reminds students that words are made up of smaller parts called syllables and that one vowel sound is heard in each syllable. When students see a vowel-consonant-silent *e* spelling, they should know that this is one syllable and these letters should be kept together. The teacher writes the following words: *excite*, *escape*, *reptile*, *hopeful*. Students work in pairs to divide each word into syllables, read the words, and then write sentences with each word.
- Students have opportunities to read words with inflectional endings.
  - In Unit 6, Week 4, Day 2, during the Structural Analysis portion of the lesson, the teacher writes and reads aloud *stretch*, *stretched*, and *stretching*. The teacher underlines the *-ed* and *-ing* and helps students decode. The teacher repeats with *scrape*, *scraped*, *scraping* and *scrub*, *scrubbed*, *scrubbing*. The teacher reminds students of the rules they learned for dropping final *e* and doubling final consonants. The teacher writes the following words on the board: *thrill*, *splash*, *strip*, *scrape*. The students add *-ed* and *-ing* to each word, and then use each word in a sentence. If students need additional practice decoding words with inflectional endings, the students use the online activity.

Materials have a cohesive sequence of phonemic awareness instruction to build toward application. Examples include, but are not limited to:

- In the Grade 1 Scope and Sequence, the Phonemic Awareness sequence provides a scaffolded and cohesive sequence of



difficulty that spirals Phonemic Awareness skills in each unit and becomes more complex:

- Smart Start: Phonological Awareness: Onset and Rime, Sentence Segmentation, Rhyme; Phonemic Awareness: Phoneme Isolation, Phoneme Identity, Phoneme Blending, Phoneme Segmentation
- Unit 1: Phonemic Awareness: Phoneme Blending, Alliteration, Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Identify and Generate Rhyme
- Unit 2: Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Segmentation, Phoneme Categorization
- Unit 3: Phonemic Awareness: Alliteration, Phoneme Deletion, Phoneme Segmentation, Phoneme Blending, Phoneme Isolation
- Unit 4: Phonemic Awareness: Identify and Generate Rhyme, Phoneme Categorization, Phoneme Blending, Phoneme Segmentation, Phoneme Identity, Contrast Vowel Sound, Phoneme Substitution, Phoneme Deletion, Phoneme Addition
- Unit 5: Phonemic Awareness: Identify and Generation Rhyme, Phoneme Substitution, Phoneme Blending, Phoneme Deletion, Phoneme Categorization, Phoneme Addition, Phoneme Isolation, Phoneme Segmentation
- Unit 6: Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Identify and Generate Rhyme, Syllable Deletion, Phoneme Substitution, Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation, Syllable Addition, Phoneme Deletion, Phoneme Addition

Materials have a cohesive sequence of phonics instruction to build toward application. Examples include, but are not limited to:

- In the Grade 1 Scope and Sequence, the Phonics focus is listed for each unit of study. The materials begin with short vowels, inflectional endings with -s and beginning two- consonant blends. As the units progress, the materials move into long vowel and vowel teams, inflectional endings -ed and -ing and three-consonant blends. The units culminate with two-syllable words.
  - Smart Start: identify and blend (*m, s, a, p, t, n, r, i*), identify and blend (*c, f, o, d, h, s, e, b, l, ll*), identify and blend (*k, ck, u, g, w, x, v, qu*)
  - Unit 1: short *a*, short *i*, beginning consonant blends with *r* and *s*, short *o*
  - Unit 2: short *e* (*e, ea*), short *u*, ending consonant blends (*-nk, -nd, -nt, -st, sk, mp*), consonant digraphs (*sh, th, -ng*) consonant digraphs (*ch, -tch, wh, ph*)
  - Unit 3: long *i* (*i\_e*), soft *c*, soft *g* (*dge*), long *o, u*, and *e* (*Vce*), variant vowel digraphs (*oo, u*)
  - Unit 4: long *a* (*a, ai, ay*), long *e* (*e, ee, ea, ie*), long *o* (*o, oa, ow, oe*), long *i* (*i, igh, y, ie*), long *e* (*y, ey*)
  - Unit 5: *r*-controlled vowels (*or, ir, ur, er*), *r*-controlled vowels (*or, ore, oar*), diphthongs (*ou, ow*), diphthongs (*oi, oy*)
  - Unit 6: variant vowels (*oo, ou, u\_e, ew, ui, ue, u*), variant vowels (*au, aw, a, augh, al*), silent letters (*wr, kn, gn*), three-letter consonant blends (*scr, spl, spr, str, thr, shr*), *r*-controlled vowels (*air, are, ear*)

#### INDICATOR 1P

Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).

The materials reviewed for Grade 1 meet the criteria that materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, and directionality, and function (K-1), structures and features of text (1-2).

Grade 1 materials provide explicit instruction in print concepts, text structure, and text features to assist in comprehension of the text. Print concepts are taught within the Concepts of Print lessons. Within the Reading/Writing Companion lessons, explicit instruction is provided in the words that authors use that allow the reader to determine the structure of the text in an effort to better understand the text. In addition, during the Literature Anthology lessons, explicit instruction and attention are given to the text features that aid in understanding the text. Anchor charts are created by the teachers and students to record this information.

Materials include frequent, adequate lessons and tasks/questions about the organization of print concepts (e.g. recognize features of a sentence). Examples include, but are not limited to:

- Students have opportunities to recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
  - In Unit 0, Week 1, Day 2, during the Concepts of Print portion of the lesson, the teacher explains that sentences are made up of words and shows students six sentences. The teacher points to and reads each word in the first sentence. The teacher asks, "How many words are in this sentence?" Students volunteer to count the words. The teacher makes sure that students count the words in each sentence, moving left to right and from top to bottom, as appropriate.
  - In Unit 0, Week 1, Day 4, during the Concepts of Print portion of the lesson, the teacher selects a book from the classroom library large enough to display. The teacher explains to students that when you read, you read the left page first, then you read the right page. The teacher shows the front and back covers. The teacher then reads the front cover and explains to students that they can find the title, the author, and the illustrator on the front cover. The teacher reads and reviews Parts of a Book on Practice Book page 517.

Students have frequent and adequate opportunities to identify text structures (e.g. main idea and details, sequence of events, problem & solution, compare and contrast, cause and effect). Examples include, but are not limited to:

- In Unit 0, Week 1, Day 4, during the Comprehension portion of the lesson, the teacher displays page 56 of the Reading/Writing Companion. The teacher explains that informational texts can include a main idea and key details and that the main idea is what the text is mostly about. Key details give information about the main idea. The teacher models filling in the first detail on page 57 by finding a key detail. The teacher models how to write the detail in the first detail box. The teacher guides students to copy what they wrote on page 57 of their own Reading/Writing Companion and displays page 49.
- In Unit 3, Week 1, Day 2, during the Reading/Writing Companion portion of the lesson, the teacher displays page 24 of the Reading/Writing Companion. The teacher says, "A character is a person or an animal in a story. The setting is where and when a

story takes place. The plot is the series of events that take place in the story. These events give the story a beginning, middle, and end." The teacher explains that knowing the characters, setting, and plot can help them to better understand the story. The teacher models filling in the first box on page 25 by identifying an event at the beginning of the story. The teacher guides the students to copy what the teacher wrote in the graphic organizer on page 25 of their own Reading/Writing Companion.

- In Unit 4, Week 1, Day 2, during the Reading/Writing Companion portion of the lesson, the teacher displays page 26 of the Reading/Writing Companion. The teacher says, "Sequence is the order of the main events in a story. The main events are the most important events. The sequence explains what happens first, next, then, and last." The teacher further explains that understanding the sequence of main events can help readers better understand the story. The teacher models filling in the first box on page 27 by finding the first main event. The teacher says, "On page 15, Snail and Frog decide to race to school. This is the first main event." The teacher writes this event in the first box. The teacher guides students to copy what the teacher wrote in the graphic organizer on page 27 of their own Reading/Writing Companion.
- In Unit 5, Week 2, Day 2, during the Reading/Writing Companion portion of the lesson, the teacher displays page 56 in the Reading/Writing Companion. The teacher says, "A cause is what makes something happen. An effect is the event that happens. All events in a story make up the plot." The teacher models filling in the first row of the graphic organizer on page 57 by finding a cause and an effect. The teacher says, "On page 46, Fern stretched her wings and took off. This is the effect, or what happens. She took off because she wanted to ride on the big white boat she thought she saw in the sky. This is the cause." The teacher writes the cause and effect in the first row. Students copy the information on page 57 of the Reading/Writing Companion.

Materials include frequent and adequate lessons and activities about text features (e.g. title, byline, headings, table of contents, glossary, pictures, illustrations). Examples include, but are not limited to:

- In Unit 1, Week 1, Day 4, during the Literature Anthology portion of the lesson, the teacher focuses on the photographs in the text. The teacher explains that the text explains that rules keep us safe. The teacher asks the students to identify what they see in the photo. The teacher asks how the individuals in the photo are staying safe.
- In Unit 3, Week 1, Day 4, during the Literature Anthology portion of the lesson, the teacher explains that nonfiction text often has bold print—letters in dark, heavy print, and that authors use bold print to point out important information. The teacher displays Teaching Poster 13 and points to the drawing on the right and reads the text underneath it. The teacher says, "The word *night* is in bold print. The letters in that word are heavier and darker than the other letters. The illustration shows a scene at night. The text tells us it is night and then tells us what happens at night. The author put the word *night* in bold print to show us it is the most important idea of the illustration and the text." The teacher and students read together the text underneath the first illustration. The teacher guides the students to identify the word in bold print. The teacher asks, "Why did the author put this word in bold print? What is the most important idea of the illustration and the text?" The teacher repeats the process for the second illustration. The students look for bold print in nonfiction selections.
- In Unit 4, Week 4, Day 4, during the Paired Selection portion of the lesson, the teacher explains during the Read-Aloud Anthology, that a heading is the name of part of a text and that it gives you an idea of what that part of text is about. The teacher reads the heading with students and asks, "What do you think page 128 is about?" The teacher reads the main text and looks at the pictures to find out. The teacher models a Think-Aloud: "To find out what page 129 will be about, I read the heading: Fun Insect Facts. This tells me I will learn insect facts here."

- In Unit 5, Week 2, Day 4, during the Literature Anthology portion of the lesson, the teacher conducts a Think-Aloud: When I read selections with photographs, I read the captions with the photographs. The captions give information about the photographs. The caption on page 197 explains the size of the Moon as we see it in the sky." The teacher asks students what information is in the caption that the main text does not have. What information do the main text and the caption tell that helps us understand the different Moons in the photograph? The teacher guides students to discuss the information in the caption. The students look for captions as they read nonfiction text.

## INDICATOR 1Q

Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

4/4

The materials reviewed for Grade 1 meet the criteria for instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid Grade 1 and through Grade 2.

Throughout the course of the year, students have frequent opportunities to purposefully read on-level text during Shared Reading, where the teacher sets a purpose for reading and students return to the purpose during the reading discussion. Students are provided frequent opportunities to read text with fluency during Reader's Theater. The teacher first models reading the text with fluency for students and then students are provided multiple opportunities during the week to practice the text for their assigned role with fluency, including accuracy and rate. Students also have opportunities to read with fluency during Small Group instruction. During Word Work lessons, that are included in daily instruction, students have opportunities to read, spell, and write high-frequency words and words with inflectional endings.

Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text. Examples include, but are not limited to:

- Students have opportunities to read grade-level text with purpose and understanding.
  - In Unit 1, Week 1, Day 1, during Shared Reading, the teacher sets the purpose for reading "Jack Can." The teacher says, "Let's read to find out what Jack can do." After reading, the students talk with a partner about what Max and Jack can do.
  - In Unit 3, Week 1, Day 1, during Shared Reading, the teacher sets the purpose for reading "Nate the Snake is Late." The teacher says, "Let's read to find out why Nate is late." After reading the teacher says, "Let's talk about why Nate doesn't want to be late. What does this tell you about him?"

Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and decodable

words. Examples include, but are not limited to:

- Students have opportunities to read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - In Unit 1, Week 6, Day 1, during Reader's Theater, the teacher models reading the play with fluency. The teacher states the name of each character and reads the part, emphasizing the appropriate phrasing and expression. The teacher assigns roles. Students chorally read their parts, focusing on accuracy and rate.
  - In Unit 2, Week 6, Day 1, for Reader's Theater, the teacher explains that *I Speak, I Say, I Talk* is a play that tells about the sounds different animals make and the ways children can communicate with their voices. Students chorally read their parts, focusing on accuracy and rate.
  - In Unit 4, Week 4, Day 3, during the Fluency part of the lesson, the teacher explains to students that as they read the selection from the Shared Read, they will pause slightly when they get to a comma. "A comma separates a list of items or ideas in a sentence, so you pause to show the separation. A comma is also used in dialogue, or the words that a character says. The comma helps show when the character's words end and the narrator's words start again." The teacher models reading. Students reread the sentence chorally and the teacher reminds them to pause when they get to commas. Students practice fluency using the online Differentiated Genre Passage, *The Tomato Adventure*.

Materials have limited support reading of texts with attention to reading strategies such as rereading, self-correction, and the use of context clues. Examples include, but are not limited to:

- Students have opportunities to practice and read irregularly spelled words. Examples include, but are not limited to:
  - In Unit 2, Week 1, Day 4, during the Word Work portion of the lesson, the teacher writes the words *spell* and *spelled* on the board and models decoding them for students. The teacher reminds students that when *-ed* is added to an action word, the ending sound of the new word can be /t/, /d/, or /ed/. The teacher also reminds them that adding *-ed* to some words adds a word part, or syllable, as in the words *head* and *headed*. The teacher writes the following words: *smell, trick, pack, sweat, dress*. Students work in pairs to construct words that tell about actions in the past. Students decode each of the new words and write sentences with each word. Students practice decoding words with inflectional endings using Practice Book page 90 or the online activity.
  - In Unit 3, Week 3, Day 4, during Word Work, the teacher writes the words *dance, danced, and dancing* on the board and reads them to the students. The teacher reminds students that when *-ed* or *-ing* is added to a word that ends in final *-e*, the *e* is dropped before adding the ending. The teacher writes the following words: *trace, change, dodge*. Students work in pairs to construct words that tell about actions in the past and actions happening now by adding the inflectional endings *-ed* and *-ing*. Students write sentences with each word. If students need additional practice, they can complete Practice Book page 202 or the online activity.
- Students have opportunities to recognize and read grade-appropriate irregularly spelled words.
  - In Unit 1, Week 1, Day 1, during the Word Work portion of the lesson, the students work on reading, writing, and spelling *does, not, what, and school*. During the Small Group Differentiated Instruction, students in the Approaching Level, On Level, and Beyond Level Groups use leveled readers that include the high-frequency words *does, not, what, and school*.
  - In Unit 3, Week 1, Day 1, during the Word Work portion of the lesson, the students work on reading, spelling, and writing: *away, now, some, today, way, why*. During the Small Group Differentiated Instruction, students in the Approaching Level, On

Level, and Beyond Level Groups use leveled readers that include the high-frequency words *away, now, some, today, way, and why*.

- In Unit 6, Week 1, Day 1, during the Word Work portion of the lesson, the students work on reading, writing, and spelling the following words: *answer, brought, busy, door, enough, eyes*. During the Small Group Differentiated Instruction, students in the Approaching Level, On Level, and Beyond Level Groups use leveled readers that include the high-frequency words *answer, brought, busy, door, enough, and eyes*.

## INDICATOR 1R

Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

4/4

The materials reviewed for Grade 1 meet the criteria for materials, questions, and tasks providing systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

Grade 1 materials provide students multiple opportunities to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and Shared Reading. During Shared Reading lessons, teachers often model and point out current phonics skills that students are working on as well as model fluent reading. Decodable readers provide students with an opportunity to decode words with current and past phonics skills as well as high-frequency words. Students participate in a Shared Writing activity that allows them to apply phonics skills and high-frequency word practice. Students often respond to a prompt related to the text and complete these in their Reading/Writing Companion.

Materials support students' development learn grade-level word recognition and analysis skills (e.g. spelling-sound correspondences of digraphs, decode one-syllable words, syllable and vowel relationship, decode two-syllable words, read words with inflectional endings) in connected text and tasks. Examples include, but are not limited to:

- In Unit 1, Week 5, Day 1, during Word Work, the teacher introduces *r-* blends and *s-* blends. The teacher reads each word in the first row, blending the sounds; for example: /froog/. The word is *frog*. Students blend each word with the teacher. The teacher prompts students to read the connected text, sounding out the decodable words. If students need additional practice blending words with *r*-blends and *s*-blends, they use Practice Book page 67 or the online activity.
- In Unit 4, Week 5, Day 1, during Shared Reading, the teacher reviews the high-frequency words *found, near, woman, hard, would, and write* and reviews that the letters *-y* and *-ey* stand for the long *e* sound. The teacher guides them to blend the sounds to read the words and then displays the story words *guide, person, family, year, learn, trainer, eyes, ears, hear, owners, and their*. Students spell each word and model reading it and then read the words as the teacher points to them. The teacher tells students that *From Puppy to Guide Dog* is a nonfiction text, which tells about real people or things and can use photos to give information. The teacher revisits the nonfiction text anchor chart created previously and reviews characteristics of the genre with students. As students

read the selection, they may take notes in the boxes provided, for example:

- writing the letters *y* or *ey*.
- writing a word with a long *e* or a high-frequency word.
- write about or draw something from the story.

Students read each page and teacher reads aloud the prompts. As they read, students circle and read words with long *e* as well as underline and read aloud the words *near*, *woman*, and *hard*.

- In Unit 6, Week 3, Day 3, during Word Work, the teacher displays the Day 3 Phonics Practice Activity. The teacher says, "Let's blend the letter sounds to read each word: /r/ /l/ /t/ /s/; /rrr/ /tsss/. The word is *writes*." Students blend each word on the first line with the teacher. The teacher guides practice as needed with lines 2–7. The teacher prompts students to read the connected text, sounding out the decodable words and provides corrective feedback as needed. If students need additional practice blending words with consonant digraphs *wr*, *kn*, *gn*, they use Practice Book page 460 or the online activity. If necessary, students read *Miss Wright's Job* and *Know About Snowstorms* to practice decoding words in connected text.

Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks. Examples include, but not limited to:

- In Unit 1, Week 3, Day 1, during Word Work, the teacher displays the High-Frequency Word Cards *be*, *come*, *good*, *pull* and uses the Read/Spell/Write routine to teach each word. The teacher points to and says the word *be*. The teacher says, "This is the word *be*. Say it with me: *be*. There will be ten children at the party. The word *be* is spelled b-e. Spell it with me. Let's write the word in the air as we say each letter: b-e." The teacher follows the same steps to introduce *come*, *good*, and *pull*. As the students spell each word with the teacher, the teacher points out the irregularities in sound-spellings, such as the /u/ sound spelled o\_e in the word *come*. Students work with a partner to create sentences using each word. Students read the sentences. The teacher prompts them to identify the high-frequency words in connected text and to blend the decodable words.
  - I will be back.
  - Can you come here?
  - He had a good hit.
  - I can pull it up.

For additional practice with high-frequency words, students complete the online activities for high-frequency words. On Day 5, the teacher displays Visual Vocabulary Cards *be*, *come*, *good*, and *pull*. Students Read/Spell/Write each word. Students write a sentence with each word. If students need assistance reading high-frequency words, they practice reading independently using the Take-Home Story in the Practice Book on pages 47–48 or using online resources.

- In Unit 2, Week 5, Day 1, during Shared Reading, the teacher reviews the high-frequency words: *around*, *by*, *many*, *place*, *walk*, as well as consonant digraphs *ch*, *wh*, and *ph*, and the trigraph *-tch*. The teacher displays the words *lake*, *letter*, *each*, *people*, *shows*, and *town*, spelling each word and modeling reading. Students read as the teacher points to each word. The teacher explains to students that "Which Way on the Map?" is a nonfiction text, which tells about real people, places, things, or events by presenting facts and

information about them. It sometimes uses maps to give information. The teacher starts a nonfiction anchor chart and asks students to name characteristics of the genre and add them to the chart. As students read the selection, they may take notes in the boxes provided, for example:

- writing the letters *ch*, *-tch*, *wh*, and *ph*.
- writing a word with a digraph, trigraph, or a high-frequency word.

Students read each page and then the teacher reads aloud the prompts one at a time. Students also may circle and read words in the title with the /wh/ sound like in *when* as well as underline high-frequency words *walk*, *around*, and *place*.

- In Unit 5, Week 2, Day 1, during Word Work, the teacher displays High-Frequency Word Cards *another*, *climb*, *full*, *great*, *poor*, and *through* and uses the Read/Spell/Write routine to teach each word. The teacher points to and says the word *another*. The teacher says, "This is the word *another*. Say it with me: *another*. I need another pencil. The word *another* is spelled a-n-o-t-h-e-r. Spell it with me. Let's write the word in the air as we say each letter: a-n-o-t-h-e-r." The teacher repeats the same process to introduce *climb*, *full*, *great*, *poor*, and *through*. As students spell each word with the teacher, the teacher points out the irregularities in sound-spellings, such as the silent letter *b* at the end of *climb*. Partners create sentences using each word. Students read the sentences. The teacher prompts them to identify the high-frequency words in connected text and to blend the decodable words.

- The cat will climb another tree.
- The glass is not full!
- The poor dog needs more water.
- This park is great, so let's walk through it

For additional practice with high-frequency words, students complete the online activities for high-frequency words. On Day 5, the teacher displays the print or digital Visual Vocabulary Cards. Students Read/Spell/Write each word and write a sentence with each word. If students need assistance reading high-frequency words, they can practice reading independently using the Take-Home Story in the Practice Book on pages 365–366.

Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. Examples include, but are not limited to:

- In Unit 2, Week 2, Day 4, during Independent Writing, students proofread and edit their writing. The teacher reviews the online proofreading marks with students and models how to use each mark. Students edit for the following:
  - Plural nouns are correctly formed.
  - Words with short *u* are spelled correctly.
  - High-frequency words are spelled correctly.
  - Apostrophes with contractions are used correctly.

Partners exchange drafts and take turns reviewing them using the online proofreading marks. The



teacher encourages them to discuss and fix errors together.

- In Unit 4, Week 3, Day 4, during Independent Writing, students proofread and edit their writing. The teacher reviews the online proofreading marks with students and models how to use each mark. Students edit for the following:
  - *Go* and *do* are used correctly.
  - Words with long *o*: *o*, *oa*, *oe* are used correctly.
  - High-frequency words are used correctly.
  - Capitalization and end marks are used correctly.

Partners exchange their drafts and take turns reviewing them using the proofreading marks. The teacher encourages them to discuss and fix errors together as they read.

#### INDICATOR 15

Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

4/4

The materials reviewed for Grade 1 meet the criteria for materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

Instructional materials provide opportunities throughout the entire program on a weekly, monthly, and quarterly basis to assess students' mastery of foundational skills and to progress monitor student growth. Students are assessed at the end of each unit using a summative unit assessment of designated skills taught during that unit that include phonics, phonemic awareness, comprehension, and fluency. Teachers are provided with guidance on how to use the data from the assessment to provide flexible grouping and differentiated learning experiences. Teachers are instructed to use running records every four to six weeks to monitor students' word reading fluency and application of decoding skills. Teachers are also provided a detailed assessment guide that describes the purposes and uses of all assessments in the program that are available to determine student proficiency.

Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Examples include, but are not limited to:

- In Placement and Diagnostic Assessment, page xvii, the materials explain that beyond the initial placement of students into the appropriate *Wonders* level of materials, students need to be tested periodically to determine whether they are progressing on a grade-level or at a faster pace. The program suggests that teachers administer these progress monitoring or benchmark tests on a

regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks. A chart is provided for general testing scheduling guide.

- In Unit 2, Week 6, Lesson 5, Summative Assessment, teachers are provided a summative unit assessment that evaluates all the key foundational skills taught in that unit.
  - Phonemic Awareness: Phoneme Isolation, Identity, Categorization, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation, Phoneme Addition
  - Phonics: Short Vowels e, u, Ending Consonant Blends, Consonant Digraphs, Inflectional Endings *-ed* and *-ing*, Contractions with *'s*, *-es* with Plural Nouns, Closed Syllables
  - High-Frequency Words
- In Unit 6, Week 6, Lesson 5, Summative Assessment, teachers are provided a summative unit assessment that evaluates all the key foundational skills taught in that unit.
  - Phonics: Variant Vowels, Silent Letters, Three-Letter Consonant Blends, Suffixes, Vowel-Team Syllables, Compound Words, Inflectional Ending *-er*, *r*-Controlled Vowels and Vowel Syllables
  - High-Frequency Words

Assessment materials provide teachers and students with information on students' current skills/level of understanding. Examples include, but are not limited to:

- In Placement and Diagnostic Assessment, page x and xi, the materials explain how to group students based on students' results for the Grade 1 Placement Assessments: Phonemic Awareness Subtests and Letter Naming Fluency Assessment. Students who score 80% correct or higher on the Phonemic Awareness Subtests AND at or above the appropriate benchmark for the Letter Naming Fluency Assessment begin instruction with *Wonders* On Level materials. Beyond Level materials are for students who score high on placement assessments and easily complete On Level assignments. Students who score 60–79% correct on the Phonemic Awareness Subtests AND At or above the appropriate benchmark for the Letter Naming Fluency Assessment should begin instruction with *Wonders* Approaching Level materials. For students who score Below 60% correct on the Phonemic Awareness Subtests OR below the appropriate benchmark for the Letter Naming Fluency Assessment. these students require focused, intensive instruction. Students are placed in *Wonders* Approaching Level materials and use intervention materials based on placement tests results.
- In Unit 2, Week 5, Day 1, during Word Work, the teacher follows the Spelling Dictation routine to help students transfer their growing knowledge of sound-spellings to writing. After dictation, the teacher gives the spelling pretest in the Practice Book on page 149. The teacher pronounces each spelling word and reads the sentence and pronounces the word again. Students say each word softly, stretching the sounds, before writing it. After the pretest, the teacher displays the spelling words and writes each word as they say the letter names, pointing out digraphs and trigraphs. Students check their words using the Practice Book page.

Materials support teachers with instructional adjustments to help students make progress toward mastery in foundational skills. Examples include, but are not limited to:

- In every unit, week, and day, there are Small Group Differentiated Instruction lessons for students who are placed in Approaching Level, On Level, and Beyond Level for phonemic awareness, phonics, high-frequency words and leveled reading.

- In Unit 1, Week 3, Day 5, during Word Work, the teacher administers formal progress monitoring assessments to students in the following areas:
  - Phonemic Awareness: Phoneme Blending and Phoneme Substitution
  - Phonics: Beginning Consonant Blends: /-blends
  - Structural Analysis: Plural Nouns with -s
  - High-Frequency Words: *be, come, good, pull*
  - Informal Progress Monitoring:
    - Phonemic Awareness: Practice book, digital activities
    - Spelling: Practice book, word sorts, digital activities
    - Speaking/Listening/Research: Checklists, Rubrics
    - ORF: Conduct group fluency assessments using the Letter Naming, Phoneme Segmentation, and Sight Word Fluency assessments

Teachers should make data-based grouping decisions by using the following reports to verify assessment results. For additional support options for students, refer to the reteaching and enrichment opportunities.

- Beyond Level small group lessons include suggestions for additional activities in the following areas to extend learning opportunities for gifted and talented children:
  - Leveled Readers
  - Vocabulary
  - Comprehension
  - Workstation Activities
  - Leveled Library Reader Online
- In Unit 2, Week 3, Day 5, after administering progress monitoring assessments, teachers are provided reteaching opportunities with intervention to use with students who may not have mastered a skill.

#### INDICATOR 1T

Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills.

4/4

The materials reviewed for Grade 1 meet the criteria that materials, questions, and tasks providing high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

Instructional materials provide opportunities for the teacher to differentiate foundational skills lessons through the small group differentiated instruction for each unit, week, and lesson. Students are provided multiple opportunities throughout daily experiences to practice foundational skills and concepts learned throughout the whole group instruction and opportunities to apply learning during

## **English Language Arts :: ELA\_1st Grade Alignment Summary Part 2**

small group differentiated instruction. Foundational skills are differentiated with the leveled text selection for each group that include On Level, Approaching Level, Beyond Level, and ELL.

Materials provide high-quality learning lessons and activities for every student to reach mastery of foundational skills. Examples include, but are not limited to:

- In Unit 1, Week 1, Day 1, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, during phonological awareness, students participate in activities to identify and generate rhyme. Students participate in a phonics activity to connect /a/ to a. During high-frequency words work, students participate in the Read/Spell/Write routine with the words *does*, *not*, *school*, and *what*. Students in the On Level Group participate in a phonics lesson where they read and build words with short a. Students in the Beyond Level Group participate in a vocabulary lesson for synonyms.
- In Unit 4, Week 4, Day 1, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, during phonemic awareness, students participate in a phoneme categorization activity using one-syllable, long *i* words. Students participate in a phonics activity to connect *i*, *y*, and *igh* to long *i*. During high-frequency words work, students participate in the Read/Spell/Write routine with the words *caught*, *flew*, *know*, *laugh*, *listen*, and *were*. Students in the On Level Group participate in a phonics lesson where they read and build words with long *i*: *i*, *y*, *igh*, *ie*. Students in the Beyond Level Group participate in a vocabulary lesson for synonyms and their shades of meaning. There is also an activity extension for students who may be considered “Talented and Gifted.” Students act out the shades of meaning for each word. Students extend the activity by finding words in their writer’s notebook to use in sentences with synonyms.
- In Unit 6, Week 2, Day 1, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, during phonemic awareness, students participate in a phoneme blending activity using /ô/ words. Students participate in a phonics activity to connect *a*, *aw*, *au*, *ough*, and *al* to the sound /ô/. During high-frequency words work, students participate in Read/Spell/Write routine with the words *brother*, *father*, *friend*, *love*, *mother*, and *picture*. Students in the On Level Group participate in a phonics lesson where they read and build words with words with /ô/ spelled *a*, *aw*, *au*, *ough*, *al*. Students in the Beyond Level Group participate in a vocabulary lesson to determine word meaning using context. There is also an activity extension for students who may be considered “Talented and Gifted.” Partners tell each other about a person they respect and explain why. Students share with the group what their partner said.

Materials provide guidance to teachers for scaffolding and adapting lessons and activities to support each student’s needs. Examples include, but are not limited to:

- In Unit 1, Week 2, Day 1, during Whole Group Phonics Instruction, students blend words with short *i*. During Small Group Differentiated Instruction, for students in the Approaching Level Group, the teacher models recognizing alliteration with words that include short *i*. The teacher guides students to recognize alliteration. Then the students work independently to recognize alliteration. Students in the On Level Group participate in an activity where the students read and build short *i* words. Students and the teacher work to read a short *i* word together. Students build and blend short *i* words independently.

- In Unit 4, Week 4, Day 1, during Whole Group High-Frequency Words Instruction, the teacher uses the Read/Spell/Write routine with the words *caught*, *flew*, *know*, *laugh*, *listen*, and *were*. During Small Group Differentiated Instruction, students in the Approaching Level, On Level, and Beyond Level read Leveled Readers that include these books.
  - Approaching Level reads *Where's My Home?*
  - On Level reads *The Hat*
  - Beyond Level reads *Come One, Come All*

Students have multiple practice opportunities with each grade-level foundational skill component in order to reach mastery. Examples include, but are not limited to:

- In Unit 2, Week 2, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the words *could*, *live*, *one*, *then*, and *three* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.
- In Unit 4, Week 2, Day 1, during Small Group Beyond Level Vocabulary, the teacher explains to students that base words are words that you can add word parts, like prefixes, to in order to form new words. Directions state: "Say the word *behavior*. Students recall its meaning. Then say: The word *behave* is the base word in *behavior*. *Behave* means "to act." In the word *behavior*, *behave* is a base word."
  - We Do: The teacher models using the words *behave* and *behavior* in a sentence, "Mom told Dan to behave in school. Now his behavior is wonderful." The teacher says the word *misbehave* and explains that *mis-* is a prefix that means "bad." The teacher guides students in figuring out the meaning of *misbehave*.
  - You Do: Partners work together to create and share oral sentences for *behave*, *behavior*, and *misbehave*.
  - Students write about a selection they read this week. The teacher challenges them to use the words *behave*, *behavior*, and *misbehave*. Students repeat the activity by finding words in their writer's notebook to use in sentences with base words and prefixes.
- In Unit 4, Week 3, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the words *find*, *food*, *more*, *over*, *start*, and *warm* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.
- In Unit 5, Week 3, Day 3, during Phonics, the teacher models and displays Word-Building Cards *s*, *p*, *or*, *t*. The teacher models how to blend the sounds. Directions state: "This is the letter *s*. It stands for /s/. This is the letter *p*. It stands for /p/. These are the letters *o*, *r*. Together they stand for /ôr/. This is the letter *t*. It stands for /t/. I'll blend the sounds: /sspôrt/. The word is sport." The teacher continues the same process by modeling the words *score*, *stork*, and *roar*. The teacher provides guided practice and additional practice by displaying the Day 3 Phonics Practice Activity. The teacher says, "Let's blend letter sounds to read each word: /s/ /t/ /ôr/ /m/; /sstôrmmm/. The word is storm." They blend the remaining words together. Students read the connected text, sounding out the decodable words. The teacher provides corrective feedback as needed. If children need additional practice blending words with *r*-controlled vowels *or*, *ore*, *oar*, they use the Practice Book or the online activity. If necessary, have children read "Born to Learn" and "A Board That Can Soar" to practice decoding words in connected text. See pages T251 or T260 for instruction in building and reading words with *or*, *ore*, and *oar*.

## Gateway Two

# Building Knowledge with Texts, Vocabulary, and Tasks

## Meets Expectations

Texts are organized around genres studies focused on an essential question and topic. Sequences of questions and tasks support students as they analyze both content and craft within and across texts. Questions and tasks invite students to demonstrate their knowledge of a topic through integrated (writing and speaking) tasks, including focused research topics. A cohesive, year-long plan supports grade-level writing, however vocabulary acquisition is limited and does not support the building of key academic vocabulary knowledge. The materials encourage and support a volume of independent reading, both in and out of class.

### CRITERION 2A - 2H

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

30/32

Texts are organized around genres studies focused on an essential question and topic. Sequences of questions and tasks support students as they analyze the content, language, key ideas, details, craft, and structure within and across texts. Questions and tasks throughout each unit support students and allow them to demonstrate their knowledge of a topic through integrated tasks. Limited opportunities are present for students to build key academic vocabulary knowledge. A year-long writing plan also supports students as they work toward grade-level proficiency. Students are engaged throughout the year in research projects that allow them to delve into a topic using multiple texts and source materials.

The materials promote and provide accountability for a volume of independent reading, both in and out of class.

### INDICATOR 2A

Texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

4/4

The instructional materials reviewed for Grade 1 meet the criteria that texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

Instructional materials provide students with the opportunity to build knowledge, vocabulary, and the ability to read complex texts throughout the school year around various topics. Each week, students are introduced to a topic and read various texts that help to answer the essential question about that topic. Texts that help build knowledge include the Anchor Text with a Paired Text, the Interactive Read-Aloud, a Shared Reading text, and the Literature Big Book.

Texts are connected by a grade-level appropriate topic. Examples include, but are not limited to:

- In Unit 1, Week 4 students learn about friendship and what friends do together. The Literature Big Book is *Friends All Around* by Miela Ford, and the Shared Reading is “Toss! Kick! Hop!” (unknown author). The Interactive Read-Aloud is “Games Long Ago” (unknown author), and the Literature Anthology text is *Friends* (unknown author). The Leveled Reader for the week is called “Friends are Fun” by Lisa Kendall.
- In Unit 2, Week 3, students answer the question, “Where do animals live together?” Texts read during this week around the topic include the Literature Big Book, *Babies in the Bayou* by Jim Arnsox, and the Shared Reading “The Best Spot” (unknown author). The Literature Anthology Text is *At a Pond* by Nancy Finton, and the Interactive Read-Aloud is “Animals in the Desert” (unknown author). The Leveled Reader is called *Meerkat Family* by Donna Loughman.
- In Unit 3 Week 1, students learn about what happens over time and the essential question is, “How do we measure time?” Texts are connected by the topic of time, including the Literature Big Book, *A Second is a Hiccup* by Hazel Hutchins, and the Shared Reading “Nate the Snake is Late” (unknown author). The Literature Anthology texts are *On My Way to School* by Wong Herbert Yee and “It’s About Time!” (unknown author). The Interactive Read-Aloud is “Measuring Time” (unknown author).
- In Unit 4, Week 1, students learn about animals and what they are like. The texts connected to the weekly concept include “The Elephant’s Child” (unknown author) and “Animals Can Go Fast” (unknown author). The Literature Anthology is the tale *Little Rabbit*, retold by Gerald McDermott, and the Shared Reading is “Snail and Frog Race” (unknown author).
- In Unit 5, Week 2, students learn about what they can see in the sky. The Interactive Read-Aloud is the folktale “Why the Sun and Moon are in the Sky” (unknown author), and the Shared Reading is “A Bird Named Fern” (unknown author). The Literature Anthology is *Kitten’s First Full Moon* by Kevin Henkes, and the Paired Text is “The Moon” (unknown author). Books are also added to the classroom library for independent reading to further enhance the knowledge of the topic, including the texts *Little Cloud* by Eric Carle, *The Sun is my Favorite Star* by Frank Asch, and *the Island Below the Star* by James Rumford.
- In Unit 6, Week 2, students answer the question, “Who helps you?” Texts read during this week around the topic include the Interactive Read-Aloud “Anansi’s Sons,” and the Shared Reading text “All Kinds of Helpers” (unknown author). The Literature Anthology text is *Meet Rosina* by George Accona, and the Leveled Reader is *Helping Me, Helping You* by Cynthia Maloney.

## INDICATOR 2B

Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

4/4

The instructional materials reviewed for Grade 1 meet the criteria that materials contain sets of



coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

The materials provide opportunities for students to identify key ideas, details, analyze structure and craft in every unit. Students are given retelling cards to retell and answer questions for the Literature Big Book story. Students are introduced to the strategy and the skill that they will be working on throughout the week. These strategies and skills contain questions and tasks that helps students to make meaning and build understanding of texts and topics.

For most texts (read-aloud texts K-1 and anchor texts in Grade 2), students are asked to analyze words/phrases or author's word choice (according to grade level standards). Examples include, but are not limited to:

- In Unit 1, Week 3, Day 1, Teacher Edition, Listening Comprehension, Literature Big Book, *Cool Dog, School Dog* by Deborah Heiligman, the teacher begins by reminding students that as they read they can use the words and illustrations to visualize, or create pictures in their minds. This can help them understand what is happening in the story. The teacher asks, "How do the illustrations help us to visualize what is happening with Tinka in the classroom?"
- In Unit 2, Week 1, Day 1, Teacher Edition, Whole Group, Literature Big Book, the teacher practices a think-aloud using the details from the cover to make a prediction about the book. This strategy is again practiced in the teacher directions for the Shared Read *Good Job, Ben!*, with the teacher instructing students to correct their predictions as they read. The student directions in the Reading/Writing Companion, Unit 2, Week 1, pages 12-13, Shared Read "Good Job, Ben!," have the students talking about a prediction with their partners/class. This strategy is again used in the Anchor Text for that Unit (Day 3), when the teacher uses predictions to draw conclusions about characters.
- In Unit 3, Week 2, Day 3, Teacher Edition, Listening Comprehension, *Mystery Vine* by Cathryn Falwell, the teacher starts by having students reread the story with a focus on using text evidence to respond to questions about author's craft. The teacher asks students to reread pages 6–7, then asks the question, "Why might the author use words like *crisp*, *crunching*, *bright green*, and *munching* to tell about plants?" Continuing with the strategy with a teacher think-aloud, the teacher says, "When I look at the illustrations, I can see the green peas. I think that the author uses these specific words to help me understand what sounds the vegetables make as the children eat them. The words appeal to the senses and make the story more interesting. I notice that the children seem to enjoy eating the fresh vegetables from the garden because they are smiling." Students are then asked to reread page 12 and the teacher asks, "How do the clues in the text help us figure out what surprises the characters?"
- In Unit 4, Week 4, Day 3, Teacher Edition, Anchor Text, *Hi! Fly Guy* by Tedd Arnold, the teacher starts by stating the essential question, "What insects do you know? How are they alike and different?" The teacher says, "Authors use dialogue and pictures to show how characters think and feel. How does the author show you how the fly and boy feel?" On pages 102-103, Strategy: Cause and Effect, the teacher states, "Remember, many events happen for a reason, or a cause. It's why something happens. What happens is called the effect. It's the action that happens because of the cause. On page 102, we read that the fly was mad.

Why was the fly mad? Let's think back to what has happened so far in the story. The boy caught the fly in a jar. The fly was mad because he was trapped in a jar." On pages 104-105, Strategy: Context Clues, the teacher thinks aloud, "When I'm not sure what a word means, I look at how it is used in a sentence. I look for clues in other sentences and in the illustrations, too. On page 106, I read the word pests and that Dad gets the fly swatter. In the illustration, I see Dad chasing the fly, and the fly calling for Buzz. I know people kill insects they don't like. I think Dad wants to kill the fly. Pests must be insects that people don't like." On pages 108-109, Strategy: Character, Setting, Events, the teacher says, "Let's read these pages and think about the setting. On page 108, where is Fly Guy? On page 109, where is he?" On pages 112-115, Strategy: Illustrator's Craft, the teacher asks, "How do the illustrations help you know the judges' point of view?" On pages 122-123, Strategy: Author/Illustrator's Craft, students are asked, "How does the author show that Fly Guy can be a pet?"

For most texts (read-aloud texts K-1 and anchor texts Grade 2), students analyze key ideas and details, structure, and craft (according to grade level standards). Examples include, but are not limited to:

- In Unit 3, Week 5, Day 2, Teacher Edition, Whole Group, Comprehension, *A Look at Breakfast* by author unknown, the teacher models page 136 of the Reading/Writing Companion and reviews what sequencing is and the words used to help understand the sequence. Children are guided to reread and then talk with a partner about the sequence for making bread. Students then write the steps the chef uses for making bread for the third and fourth step in the sequence.
- In Unit 1, Week 3, Day 3, Teacher Edition, Whole Group, Anchor Text, *Flip* by Ezra R. Tanaka, Skill: Key Details, the teacher reminds students that an illustration can help them better understand the text on a page. The teacher asks students to, "Look at the words and illustration on page 57. What key detail do we learn from this page?" The teacher then adds this key detail to a chart. The teacher continues discussing key details with students by asking, "What does Flip do on page 60?" Students are guided to complete the Key Details chart. The chart is then reviewed as a whole group.

## INDICATOR 2C

Materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

4/4

The materials reviewed for Grade 1 meet the criteria that materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

Grade 1 materials provide students the opportunity to engage in questions and tasks that are text-based and build knowledge across individual texts or multiple texts. Each weekly text set centers around a topic with questions and tasks that ask students to refer to the text to find information and support answers to questions in order to complete tasks and build knowledge. Questions and tasks require connected knowledge and ask students to connect ideas between multiple texts.

Most sets of coherent questions and tasks support students' analysis of knowledge and ideas.

Examples include, but are not limited to:

- In Unit 2, Week 3, students learn about how animals live together and engage in the shared reading of "The Best Spot" (no author). Questions asked of students to build knowledge include, "What do deer eat? Which animals live in nests?" Students then work with a partner to discuss how the animals described in the selections live.
- In Unit 3, Week 4, students learn about how life was different long ago. Students hear and read the nonfiction text "Life at Home" (unknown author). Students complete a Venn diagram comparing life at home long ago compared to today.
- In Unit 4, Week 5, students listen to *From Puppy to Guide Dog* by *Time for Kids* and are asked questions to build knowledge, such as, "Let's talk about how a family can help train a puppy. What sorts of things can they do? What is the next thing we learn about guide dogs? What is the vet doing? What do you learn from the caption?"
- In Unit 6, Week 5, students learn why we celebrate holidays. Students complete the shared reading *Share the Harvest and Give Thanks* by *Time for Kids*. Students are given tasks, such as, "Reread and use what you know to be sure you understand what 'celebrate the harvest' means," and "Let's reread, using the photos to help us understand how people celebrate Thanksgiving and Kwanzaa." Students then work with a partner to discuss if and how they celebrate the harvest using a provided sentence starter.

Throughout the year, students integrate knowledge and ideas across multiple texts. Examples include, but are not limited to:

- In Unit 1, Week 4, students read the texts "Games Long Ago" and "Toss! Kick! Hop!" (unknown author). Students work with a partner to discuss how the games in "Games Long Ago" are like the ones in "Toss! Kick! Hop!" Then students talk about the games that children played long ago versus the games that children play now.
- In Unit 2, Week 5, students learn about maps. Students work with partners to discuss how the maps in "Map It" (unknown author) are like the maps Mitch and Steph used. Then on the final day of the week, students work with a partner to compare a star map with the map of the town of Chatwell in "Fun with Maps" (unknown author).
- In Unit 4, Week 2, students listen to the texts "A Team of Fish" (no author) and *Animal Teams* by Richard Mann. Students talk in pairs about the similarities and differences between the texts. Then, students write the answer to "How are the texts alike?" in their Reading/Writing Companion.
- In Unit 5, Week 3, Day 1, students listen to "Great Inventions" (no author) and are asked, "How has the computer changed how people work? How might life be different if the telephone had never been invented?" Students engage in the shared reading of "The Story of a Robot Inventor" (no author). Students also read the anchor text, *Thomas Edison, Inventor* by David Alder. After reading, students connect to the anchor text to compare *Thomas Edison, Inventor* with "The Story of a Robot Inventor." The teacher asks, "How are the texts similar? How are they different?"

## INDICATOR 2D

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic (or, for grades 6-8, a theme) through integrated skills (e.g. combination of reading, writing, speaking, listening).

The materials reviewed for Grade 1 meet the criteria that the questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

Instructional materials provide students opportunities to complete culminating tasks that are related to the text they are reading. Culminating tasks integrate reading, writing, speaking and listening skills and provide opportunities for students to show their knowledge of a topic.

Culminating tasks are multifaceted, requiring students to demonstrate mastery of several different standards (reading, writing, speaking, and listening) at the appropriate grade level. Examples include, but are not limited to:

- In Unit 2, Week 1, Reading/Writing Companion, students research what jobs need to be done in a community. Students choose a way to present their work by creating a short video of the person describing his or her job. Students should write a script for their video telling why this person's job is important in the community, creating a brochure about the job, including labeled drawings or using an online drawing program to draw a picture of the person they chose doing his or her job, and label the parts of the drawing.
- In Unit 4, Week 4, Day 4, Integrate Ideas: Research and Inquiry, students pick two insects they want to research and compare their body parts. The teacher models the research process for the students:
  - Step 1: Choose Two Insects: "The project is to compare two insects. First, I need to pick two insects that I read about and compare their body parts. I liked the butterfly, and the fly from 'Hi! Fly Guy' was neat, so I'll pick the fly and the butterfly."
  - Step 2: Find Information Now: "I can research my insects' body parts by looking at books in the classroom or in the library. I can use the table of contents or the index to find the information I am looking for. I can also look for information on the Internet. I found some ways they are alike and different."
  - Step 3: Draw the Insects: "Now that I know more about butterflies and flies, I will draw a picture of a butterfly and a fly. I will make the butterfly's wings larger and covered in tiny scales."
  - Step 4: Write What You Learned: "I will compare the insects I chose. That means to tell how they are alike and how they are different. I learned that butterflies and flies both use their feet to taste food. I also learned that most butterflies have wings that are much larger than the wings of flies. Butterfly wings are also covered in tiny scales. I will write what I learned."
  - Step 5: Choose How to Present Your Work: "I can decide how I want to present the information I learned about the body parts of both insects. I will write a report about my insects' body parts."

Students then move through the research process and present their finished product to the class.

- In Unit 4, Week 5, students research how people work with animals. Students pick a job from two choices: zookeeper or veterinarian. They decide what they want to know about the job and proceed to write questions that they have about the job. Students use books from the library to find the information they need. Next, students write about what they learned about the job they researched. Then they draw something they learned and choose how they will present their work –by creating a short video of the person describing his or her job Students should write a script for their video telling why this person's job is important in the

community, creating a brochure about the job, including labeled drawings or using an online drawing program to draw a picture of the person they chose doing his or her job and label the parts of the drawing.

## INDICATOR 2E

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

2/4

The materials reviewed for Grade 1 partially meet the criteria that materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

Instructional materials provide limited opportunities for students to interact with and build key academic vocabulary words in and across texts. Occasionally, academic vocabulary supports the text, but most of the time the academic vocabulary is related to the text structures and strategies. Vocabulary presented during the Oral Language portion of the lessons do not always connect to the texts students are listening to or reading. Guidance is provided to teachers in the form of videos, articles, and a handbook. The online weekly planner does not provide guidance for teachers to adequately develop academic vocabulary. Many different academic vocabulary and other vocabulary words are introduced during the week with no consistent and cohesive learning essential to building text vocabulary. Many times, academic vocabulary is provided as a list of italicized words on the side of the menu under Academic Vocabulary. Materials do provide a vocabulary development component in the Tier 2 Intervention booklet.

Examples include, but are not limited to:

- In the Instructional Routine Handbook, page 77, teachers are guided through a four-step routine that can be used throughout the year to introduce vocabulary.
  - Step 1: Introduce (Explain the vocabulary routine)
    - Teacher example, “Today we will learn new vocabulary words. I will say a vocabulary word, define it, and use it in a sentence. Then, I will ask you to use the word in a sentence. The more we practice using the new words, the better readers and writers we will be.”
  - Step 2: Model (I Do): Define/Example/Ask
    - Teacher example, “I am going to say the vocabulary word so you can hear the correct pronunciation. Then I am going to define it, use it in a sentence.”
  - Step 3: Guided Practice (We Do): Students are given opportunities to use and apply words.
    - Teacher example, “I am going to describe some things. If what I describe is an example of people cooperating, say “cooperate”. If it is not, do not say anything. • Two children setting the table for dinner • Two children grabbing the same book • Two children putting crayons back in the box.”
  - Step 4: Independent Practice (You Do): ) “Individual turns allow you an opportunity to assess each student’s skill level and provide additional practice for those students who need it. Near the end of each week, students should write sentences in

their word study notebooks using the words.”

- In Unit 1, Week 2, Day 3, the teacher reminds students of the vocabulary words they learned such as *culture* and *appreciate*. The teacher invites students to make sentences with these words.
- In Unit 3, Week 1, Academic Vocabulary, Day 1, the teacher discusses the theme, “What Time Is It?” For the Literature Big Book, *A Second is a Hiccup* by Hazel Hutchins, the academic vocabulary listed in the side menu is *confirm*, *predict*. The strategy the teacher uses to discuss understanding the text is making predictions. “Explain that we can use the structure, or how the author organizes the poem, to make a prediction as we read. Then we use the structure to correct or confirm the prediction.” Think Aloud: “I noticed the first page was about how long a second is. The next page was about how long a minute is. I predict the next page will be about how long an hour is. Let’s see if my prediction is correct.” On Day 2, the Interactive Read-Aloud, *Measuring Time*, is used for the academic vocabulary located in the side menu, *measure*. Students are asked to discuss partner’s responses to “What are some ways we measure time? How are these ways to measure time the same or different from the way that Nate the Snake measures time?” The students are asked to talk about the different ways to measure time that they read about in the two selections.
- In Unit 4, Week 1, Introduce the Concept, the academic vocabulary focuses on *theme*, *photo*. Students are asked to discuss the theme Animal Features. Students describe what they know about animals and how their bodies help them.
- In Unit 6, Week 4, Day 1, Teacher Edition, Listening Comprehension, the teacher reads the Interactive Read-Aloud. The teacher uses the Define/ Example/Ask routine to introduce the oral vocabulary words *ancient*, *drama*, and *movement*. Students are prompted to respond using the new words as they discuss traditions.
  - Define: Ancient means “very, very old.”
  - Example: “The ancient tree was planted by my great-grandfather.”
  - Ask: “What can you think of that might be ancient?”
  - Define: “If something has drama, it gives you a feeling of surprise and excitement. Example: The movie about the superhero saving the world had a lot of drama. Ask: “Which movie scene has more drama: a scene of a man working at a computer or a scene of a man being chased by a lion?”
  - Define: A movement is a way that someone or something moves.
  - Example: “The bird was startled by the movement of the flag blowing in the wind.”
  - Ask: “Show me a movement you can make with your hands.”

Set a Purpose for Reading: Display the Interactive Read-Aloud Cards to read the text, *Let’s Dance*. The teacher uses the Oral Vocabulary prompts as they read the selection to provide more practice with the words in context.

## INDICATOR 2F

Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.

4/4

The materials reviewed for Grade 1 meet the criteria that materials contain a year long, cohesive plan

of writing instruction and tasks which support students in building and communicating substantive understanding of topics and texts.

Materials provide frequent opportunities for students to respond to writing prompts on a variety of texts. Scaffolded instruction is provided through a series of instructional supports including sentence frames, class discussions, shared writing, and teacher think-alouds. The teacher guides children to respond to a prompt, using sentence frames as needed. In Independent Writing, students start by reviewing a student writing sample that includes the weekly writing skill. Students then respond independently to a new prompt, as they practice the skill.

Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year. Examples include, but are not limited to:

- In Unit 1, Week 3, Day 1, Shared Writing, the teacher instructs students on answering the prompt and explains what it is asking. The teacher notes that the students will be adding more to the story. “Tell students you will work together to write a response to a prompt about *A Pig for Cliff*. Read aloud the prompt, “What will Cliff and Slim do when they reach the top of the hill?” Explain that the prompt is asking about something the story doesn’t tell.” The teacher says, “To respond to this prompt, we will write what we imagine will happen when Cliff and Slim reach the top of the hill. We’ll get ready to do this by looking at the text and illustrations in *A Pig for Cliff*.”
- In Unit 2, Reading Writing Companion, students discuss ideas and characters for a fantasy story. They draw and write about characters and what they do. Students write about a character and what the character does. Students use an exemplar of a draft of a fantasy story to help them write their story. Adding details is shown to the students so that they can incorporate them into their fantasy story. At the end of this task, students share and evaluate by presenting their work to a partner by taking turns. Students use a Writing and Grammar checklist of yes/no to answer statements such as, “I wrote a realistic fiction story” or “I wrote about a character who acts like a real person.” Students then self-evaluate their work by writing what they did well in their writing and what they need to work on.
- In Unit 2, Reading Writing Companion, students use the text, *The Red Hat* by Eva Torres, to write to the prompt, “Would you like to have Jen’s job? Describe what you would like or not like and why.” During the Edit/Proofread, Peer Edit, the teacher has partners exchange drafts and take turns reviewing them using the online proofreading marks. The teacher encourages partners to discuss and fix errors together.
- In Unit 4, Reading Writing Companion, Extend Your Learning, Animal Report, students discuss with a partner about the animal they want to learn about and decide where to find the information. They write the information and share it with the class.

Writing instruction supports students’ growth in writing skills over the course of the school year. Examples include, but are not limited to:

- In Unit 3, Week 2, Reading Writing Companion, after the teacher reads the text, *Time to Plant* by author unknown, the students write the sequence of the story, using *First, Next, Then, Last* in their Reading Writing Companion. On Days 4-5, students write about the Anchor Text, *The Big Yucca Plant* by Magaly Morales, by writing more lines for Rat at the end of the play. On Day 4,

students edit and proofread their draft and on Day 5, the students complete the final draft and present their work.

- In Unit 5, Week 1, Day 1, Independent Writing, teachers instruct students on using proofreading marks. Students use those during peer conferencing. In Peer Edit, the teacher has partners exchange their drafts and take turns editing them using the online proofreading marks. They are encouraged to discuss and fix errors together.
- In Unit 6, Week 3, Day 3, Independent Writing, after reading *Rain School* by James Rumford, students respond to the prompt about this anchor text, “What do the children in *Rain School* learn from their first lesson?”
- In Unit 6, Week 2, Independent Writing, Self-Selected Writing, students can choose from the following writing prompts:
  - Write about a person in your life who has helped you.
  - Write a book review of a book you’ve read this week.
  - Write about a time you have helped someone. How did you help?

## INDICATOR 2G

Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.

4/4

The materials reviewed for Grade 1 meet the criteria that materials include a progression of focused, shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.

Grade 1 materials provide opportunities for students to participate in research projects using five-step research guidelines. The first step is to choose a topic; the second step is to write a question; the third step is to find information; the fourth step is to draw and/or write about what they learned; and the final step is to present the research. Each week beginning in Unit 1, Week 1, students are provided with one research and inquiry opportunity. The research projects help students further develop their knowledge and understanding of the topic addressed throughout the week. The teacher is provided with support and guidance in the Instructional Routines Handbook for how to present the research process to students. A scoring rubric is also provided to the teacher in the Instructional Routines Handbook.

In the Instructional Routines Handbook, teachers are provided information on how to guide students through the Research and Inquiry process. A sample rubric is also provided that includes a 4- point rating scale. The research process routine instructs the teacher to:

- Set research goals and introduce the project, as well as clearly identify the research focus and end product.
- Identify sources such as texts read in class, digital media, print sources and/or interviews with experts.
- Find and record information by guiding students as they search for relevant information from sources.
- Organize and help students review and analyze the information they have gathered. Students should identify the most useful information, use a graphic organizer to sort and clarify categories of related information, and identify any areas where they



need further information.

- Synthesize and present research by planning how to best present their work. Students may include audio and/or visual displays to enhance presentations, check that key ideas are included in the presentation, and rehearse the presentation.

Research projects are sequenced across a school year to include a progression of research skills.

Examples include, but are not limited to:

- In Unit 1, Week 1, students learn about school. Students are told that they will research favorite school activities. Students are guided through the 5-step process for research. In Step 1 the teacher models by saying, “The project is to poll children in our classroom on our favorite school activities. I need to decide what question I want to use when I ask the children what their favorite school activity is. I will ask, ‘what is your favorite subject at school?’”
- In Unit 2, Week 2, students conduct research about a building. Using the Reading/Writing Companion, the teacher models the research process. The teacher says, “The project is to research a building. First, I need to pick a type of building to research. I like tall buildings, so I’ll research a skyscraper.” Students then write the questions they need to know. The teacher provides a model by saying, “I need to think about what I want to know about skyscrapers. I’d like to know how you can get to the top floor and what they’re made of.” Students are then instructed to research their buildings using books or online. Then students write about what they have learned and choose a way to present their project.
- In Unit 3, Week 1, students conduct research about a typical day of a classmate. Students begin by picking a classmate and writing questions to ask their classmate. Students interview the classmate and write down what they learn before presenting their findings.
- In Unit 4, Week 2, students study the topic of animal teams. Students research an animal team. The teacher models the five-step research process. For Step 2, the teacher models by saying, “I have to decide where to find information about how birds help other animals. I can research by looking at books in the classroom or in the library. I can also look for information on the Internet. I found out that birds and hippos help each other.” Students then apply these skills themselves using their Reading/Writing Companion.
- In Unit 6, Week 1, students pick a place in their school that they and their classmates can work together to improve. In Step 2, students list three ways to be good citizens and help improve the school and then in Step 3, students poll their classmates about the best ways to improve the school. Students then write about their results before presenting their work.

#### INDICATOR 2H

Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

4/4

The materials reviewed for Grade 1 meet the criteria that materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

Grade 1 materials provide opportunities for students to read independently in and out of class. The materials include routines for choosing a book, how to build classroom and school libraries,

independent reading journals, and teacher and student conferences as well as rubrics. Many opportunities for independent reading and books for students to read independently are included within the reading class time. Materials include a School-to-Home letter each week that provides limited information for parents to have their children read.

Examples include, but are not limited to:

- In the Instructional Routine Handbook, pages 109-127, teachers are provided with support on how to foster independent reading routines in the classroom. This section of the handbook gives routines for how to choose a book, how to build a classroom library, independent reading journals as well as teacher and student conferences. On page 112, a teacher-student conference routine is presented.
  - "Make a positive observation about the student's reading or book choice. Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.
  - Talk about how the reading is going. Why did you choose this particular book or genre? Why did you abandon this book? How is your current book going? Are you using Thinking Codes and are they helping? What strategies are you using and what ones do you need help with? How are you solving problems as you read? Who is your favorite character and why? What is your favorite part so far and why?
  - Ask the student to read aloud for a minute or two. This will help you assess their accuracy, fluency, and comprehension.
  - Highlight a student strength. I really like the way you used context clues to figure out what that word means. And adding that word to your writer's notebook is a good idea.
  - Suggest a specific goal the student can work on. When you have an opinion, make sure to find text evidence to support it.
  - Record notes from your conference. Conference forms to use with the students are provided on pages 121 and 122."
- In the Instructional Routines Handbook, page 111, a six-step procedure is given to the teacher to guide students through the independent reading process. The handbook states, on page 110, that a first grade student should be reading for 10-20 minutes independently each day.

1. Select a book that interests you. Check the book to make sure it's the one you want to read. See the Five-Finger Rule on page 120 as one way to help students check how difficult a book is. See the Additional Strategies on pages 113–119 for more ways to help students choose a book.

2. Read the book each day during Independent Reading time. Use the skills and strategies you've been working on.

3. Think about what you're reading. You can use Thinking Codes to record your thoughts or write about them in your writer's notebook.

4. Record what you've read at the end of each Independent Reading session. Keep track on your Reading Log. There are many suggestions for keeping students accountable for their independent reading in the Additional Strategies section. Using a Reading Log is just one way.

5. Share your opinion of the book when you're done. Tell a friend, write a review, make a poster, or ask your teacher for ideas.

6. Begin again! Time to pick a new book!

- In the Instructional Routine Handbook, a Reading Log is provided. The log asks students to document the date they read a book, title, genre, their opinion of the book using three faces (smile, straight, sad faces), and how hard the text was to read on a scale of C: Complex, E: Easy to me or JR: Just Right, and the final column asks students to put a check mark if they are still reading, an A if they abandoned the text, or an F if they finished.
- On the ConnectED Student Edition, there is a section labeled School-to-Home Link. Within this section there are family letters for each week that support student comprehension and vocabulary with different activities. For example, the comprehension section states, "Help your child think of a title for a map, then circle details that are shown in the map." Also on this internet site, students have access to the leveled readers that they could read or have read to them. Lexile levels range for various texts levels, 550L, 540L, 130L.
- The School-to-Home Connection is a letter sent home with students each week. For example:
  - In Unit 4, Week 4, Resources: School-to-Home, Family Letter, "Comprehension: Point of View. Perform a short skit with your child. Then your child will answer questions that show the point of view of the characters."
- In Unit 5, Week 2, Teacher Edition, *Hide and Seek* by Daniel Haikin, the teacher sets the purpose for reading by reminding the students to focus on the essential question, "Let's read to find out what Harry sees in the sky." The On-Level small group is asked to read independently. During Independent Reading time, students are instructed to read a text for sustained silent reading. Students can select their book from the Classroom Library, the Leveled Reader Library, Literature Anthology, or other texts for their independent reading. Students are encouraged to read for at least 10-20 minutes. The teacher reminds students of the following as they are reading: to set a purpose for reading, look for important details in the text and illustrations, ask themselves questions before, during, and after reading, and then look for the answers in the words and illustrations or photographs. Students are also instructed to record their information on a Reading Log of their chosen text.

## Gateway Three Usability

### Meets Expectations

Materials design supports appropriate lesson structure and pacing and can be completed within a school year with a pace that allows for maximum understanding. Units provide adequate review and practice resources, including clearly defined and labeled materials and activities. Visual design enhances learning and does not provide unnecessary distractions. Most lessons, questions, tasks, and assessment items note the standards alignment however some ancillary resources do not indicate a standards alignment.

The Teacher Edition provides support for successful implementation including clear explanations and examples as well as information on literacy concepts included in the materials and defines the instructional approaches of the program and the research-based strategies included. Limited support is present for the technology embedded in the program. There is not a clear explanation of the role of specific ELA standards within the program. Materials include support for stakeholder communications.

The program systematically and regularly assesses student progress, though materials include limited denotations of the standards being assessed. Routines and guidance for assessment are present, including support for interpreting assessment data and determine next steps for instruction. The materials provide accountability measures to support students as they engage in independent reading self-selected texts.

The program provides strategies and support for all learners, including English language learners, students with disabilities, and students who are performing above grade level. A variety of grouping strategies are provided

Digital materials can be used on multiple platforms and browsers. Technology is used appropriately to support student learning and foregrounds supports that provide a deeper understanding of the texts and text evidence they encounter in lessons. Opportunities for personalization/customization and teacher to student and student to student collaboration are available digitally, including customization for local use.

### **CRITERION 3A - 3E**

Materials are well designed and take into account effective lesson structure and pacing.

7/8

Materials design supports appropriate lesson structure and pacing. The program can be completed within the confines of a typical school year and the pace allows for maximum student understanding. The units provide adequate review and practice resources, including clearly defined and labeled materials and activities. The visual design of the materials enhances learning and does not provide unnecessary distractions. Most lessons, questions, tasks, and assessment items note the standards alignment however some ancillary resources do not indicate a standards alignment.

### **INDICATOR 3A**

Materials are well-designed and take into account effective lesson structure and pacing.

2/2

The materials reviewed for Grade 1 meet the criteria that materials are well-designed and take into account effective lesson structure and pacing.

Grade 1 materials are designed to immerse students in all areas of the standards and provide explicit lesson structure with embedded teacher direction, as well as recommendations for supporting all learners. There are six units in First Grade, and each unit contains a Unit Overview which supports the teacher in planning for instruction. Each unit instructs the teacher throughout each lesson on its implementation before, during, and after the readings and activities, as well as recommendations for scaffolded support. At the beginning of each unit there is a Unit Introduction followed by a weekly overview that maps out the daily content being covered. Pacing for each lesson is appropriately allocated.

Examples include, but are not limited to:

- The materials contain daily opportunities for whole group and small group instruction. The materials for each week contain a daily routine consisting of a Unit Opener, which discusses the Big Idea for the Unit. A social-emotional skill is taught on Day 1; then the essential question is introduced. Small group learning takes place daily and includes a focus on skills within the leveled reader along with phonics instruction, phonemic awareness and high-frequency words. The materials contain a weekly planner which outlines the various skills for the week. Each day is clearly listed and contains lesson plans with directions and contain materials needed for the lesson within a Lesson Resource box. Routines are listed within the Instructional Routines Handbook and contain an explanation and recommendations for carrying out research-based practices.
- In Unit 4, Week 3, *In the Wild*, the Essential Question is, “How do animals survive in nature?” A unit introduction is provided for students to develop an understanding of the content they will be learning. On T189, a *Making Learning Visible* page is provided where the texts students read are visible at a glance. There are subsections listed for Active Engagement and Student Outcomes that show what students will be learning in each area of focus. An explicit systematic instruction for word work is provided that includes a Daily Review to review prior sound-spellings to build fluency. After each day’s lessons, the teacher checks that students are on track and ready to move forward. Follow-up with either differentiated instruction to strengthen skills, provide targeted review and reteaching lessons to meet students’ specific needs. ELL support is provided in all lessons. A suggested lesson plan is provided for a five-day span and includes small group instruction, Beyond level, English language learners, and social-emotional learning. In each lesson an objective is stated, academic language is listed, and digital tools are provided. Teacher modeling is evident throughout each lesson. A sample day for Unit 4, Week 3 is provided. Introduce the Concept *In the Wild*, T200–T201, Oral Vocabulary Words *survive, provide*, T200 Listening Comprehension “Animals in Winter,” T202–T203, Oral Vocabulary Words: *communicate, superior, wilderness* Word Work T204–T207, Phonemic Awareness: Phoneme Categorization, Phonics/Spelling: Introduce Long o: o, oo, ow, oe, High-Frequency Words: *find, food, more, over, start, warm*, Shared Read “Go Wild!,” T208–T209, Shared Writing T210, Grammar Go and Do, T211.

The pacing of individual lessons is appropriate. Each day has several parts to the lesson which also have approximate time indications. Examples include, but are not limited to:

- In Unit 4, Week 3,
  - Introduce the Concept: Talk About It: 5 minutes
  - Listening Comprehension: Read the Interactive Read-Aloud: 10 minutes
  - Word Work: Phonemic Awareness: 5 minutes
  - Phonics: 10 minutes
  - Word Work: Spelling: 5 minutes
  - High Frequency Words: 5 minutes
  - Shared Read: 10 minutes
  - Language Arts: Shared Writing: 5 minutes
  - Grammar: 5 minutes within 60 minutes of literacy instruction.
- In Unit 4, Week 4, Day 3,
  - Build the Concept/Oral language: 5 minutes
  - Comprehension/Reading & Writing Companion: 10 minutes
  - Fluency/Reading & Writing Companion: 5 minutes
  - Word Work/Phonemic Awareness: 5 minutes
  - Word Work/Phonics: 5 minutes
  - Word Work/Structural Analysis: 5 minutes
  - Word Work/Spelling: 5 minutes
  - Word Work/High-Frequency Words: 5 minutes
  - Word Work/Reinforce Vocabulary: 5 minutes
  - Anchor Text/Literature Anthology: No time indication
  - Language Arts/Independent Writing: 5 minutes
  - Language Arts/Grammar: 5 minutes
  - Writing Process/Revise and Edit: 5 minutes

**INDICATOR 3B**

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

2/2

The s materials reviewed for Grade 1 meet the criteria that the teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding. Review, Extend, and Assess are also included in these instructional days.

Grade 1 materials include six units in the First Grade resource. Units range from 25 to 40 instructional days, for a total of 200 instructional days. Review, Extend, and Assess are also included in these instructional days.

The suggested amount of time and expectations for teachers and students to complete the materials

are viable for one school year as written and would not require significant modifications. Examples include, but are not limited to:

- Unit 0 is designed to be a “Start Smart” unit to support teachers in building classroom routines. Review, Extend and Assess are also included in these instructional days.
- Each unit comes with the flexibility for the teacher to choose what they are teaching and when they are teaching. Teachers can adjust lessons as needed. These lessons are intended to be completed daily including reading, writing and small group instruction if the teacher chooses.
- The *Wonders* User Guide notes that “student and teacher choice are at the heart of *Wonders*. *Wonders* was designed to support you and your entire classroom as you teach your way—whether you follow our suggested pathway of instruction or create your own workshop lessons using our resources.”

### INDICATOR 3C

The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

2/2

The materials reviewed for Grade 1 meet the criteria that the student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (eg. visuals, maps, etc.)

Grade 1 materials offer students opportunities to demonstrate thinking and learning through a variety of tasks such as graphic organizers, citing text evidence and interacting with the text, rereading various text selections, collaborating with partners and completing the research and inquiry process. Students demonstrate knowledge of content through writing, drawing, listening and speaking. The student materials for each unit are clearly labeled and provide clear directions for each activity.

Student materials include ample review and practice resources. Examples include, but are not limited to:

- In Unit 2, Week 2, Reading/Writing Companion, the top of the page says, “Remember characters are the people or animals in a story. The setting is where the story takes place. The events are what happens in the story.” Students reread *Cubs in a Hat* and talk with a partner about the characters, settings, and events. Students describe the characters, setting, and events and write the details on a graphic organizer, page 53.
- In Unit 4, Week 4, Reading/Writing Companion, *Creep Low, Fly High* by Author Unknown, students listen, talk and write about two vocabulary words (*beautiful, fancy*). Students practice using context clues to determine the meaning of an unfamiliar word. Students examine, reread, share, and write about the genre of Fantasy and the use of problems and solutions, while completing a graphic organizer. Students reread, talk and write about the point of view in the story. Using a graphic organizer, students list character, clue, and point of view.
- In Unit 6, Week 2, Reading/Writing Companion, the companion states, “The theme of the story is the big idea or message that an

author wants to share.” Students reread the text, *Super Tools* and talk about the clues in the story that help them understand the author’s message. Students use the graphic organizer to write about the clues and theme of the story.

Student materials include clear directions and explanations, and reference aids are correctly labeled. Examples include, but are not limited to:

- In Unit 1, Week 2, students complete the high-frequency word practice page. The directions are as follows: “Read and spell each word in the box. Complete each sentence. Use one of the words in the box. Use a word from the box to write your own sentence.”
- In Unit 3, Week 1, Reading/Writing Companion, students complete the Research and Inquiry, “Tell me about your day.” Five-step directions are listed with ample space to write the responses. “Step 1: Pick a classmate to ask about his/her usual day. Step 2: Decide what you want to know about your classmates. Write your questions. Step 3: Ask your questions, Step 4: Write what you learned about each part of your classmates. Step 5: Choose how to present your work.”
- In Unit 4, Week 2, Reading/Writing Companion, students examine a paired text. The text, picture with caption, quick tip, and graphic organizer are used to support student understanding. Caption: “Worker bees make wax cups called honey combs.” The Quick Tip and Talk About It boxes direct students to areas of importance. Students are provided with a small space to write.
- In Unit 5, Week 1, Reading/Writing Companion, students work with multiple meaning words. An example is provided for how to use text evidence to help decode multiple meaning words. The students then respond in writing to the question, “What words help you figure out the meaning of *bright* on page 17?”

### INDICATOR 3D

Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

1/2

The materials reviewed for Grade 1 partially meet the criteria that materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

Grade 1 materials provide Common Core State Standards alignment documentation in the Teacher Edition under Plan: Weekly Standard. Standards are noted for each lesson and are linked to the lesson. The Assessment and Data tab in the online materials lists several printable resources; however, under the Standards tab, it indicates “no standards associated with this resource.”

Alignment documentation is provided for all questions, tasks, and assessment items within the Teacher Edition. Examples include, but are not limited to:

- In Unit 2, Week 3, Day 1, the lesson objectives are seen at the top left of the page. The following objective is stated, “Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).” The Common Core State Standards were not listed next to the lesson objectives.
- In Unit 3, Week 4, students practice segmenting words into phonemes. The teacher says, “Place one marker in each box for the sound you hear. Then tell me how many sounds are in each word.” The standard alignment is stated for this task as RF.1.2d,



"Segment spoken single-syllable words into their complete sequence of individual sounds."

- In Unit 4, Week 1, Day 3;
  - Build the Concept/Oral Language: No standards associated
  - Comprehension/Reading & Writing Companion: RL.1.3, RF.1.4b
  - Fluency/Accuracy: RL.1.3, RF.1.4b
  - Work Work/Phonemic Awareness: RF.1.2b, RF.1.3b, RF.1.3c
  - Work Work/Phonics: RF.1.2b, RF.1.3b, RF.1.3c
  - Work Work/Structural Analysis: RF.1.2b, RF.1.3b, RF.1.3c, L.1.5
  - Word Work/Spelling: RF.1.3g, L.1.2d, L.1.2e
  - Word Work/High Frequency Words: RF.1.3g, L.1.2d
  - Word Work/Vocabulary: RF.1.3g, L.1.2d
  - Anchor Text: RL.1.2, RL.1.3, RL.1.10
  - Language Arts/Independent Writing: W.1.8, L.1.1c
  - Language Arts/Grammar: W.1.8, L.1.1c
- Each day also contains the standards relating to the material in a drop-down menu on the right hand side of the lesson titled, "STANDARDS."

### INDICATOR 3E

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

The materials reviewed for Grade 1 meet the criteria that the visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Grade 1 materials contain many visual aids to support student learning, including graphic organizers, response sheets, and real images that accompany the text related to the content in each unit. Illustrations and clip art in the Reading/Writing Companion are uncomplicated and appealing to the eye. The design of the materials is simple and visually appealing to a Grade 1 student. The font, margins, and spacing provided for student work areas are also appropriate.

The materials include, but are not limited to:

- Information on each page of the Reading/Writing Companion is clear and consistent.
- Enough space is provided for students to draw and write responses effectively.
- Students pages are labeled clearly allowing students to easily follow a teacher's direction.
- The fonts and margins are reasonable.
- Anchor charts describing procedures and protocols are clear and easily understandable for students to refer back to throughout the year.
- Units are comprised of materials that display a simple blue design and include adequate space. The font, size, margins, and spacing are consistent and readable.

**CRITERION 3F - 3J**

Materials support teacher learning and understanding of the Standards.

6/8

Overall, the Teacher Edition included with the materials provide good annotations and suggestions for successful implementation, however minimal support is provided to assist with the implementation of embedded technology. The Teacher Edition provides clear explanations and examples to support the teacher, including explanations and additional information to deepen the teacher's understanding of literacy concepts included in the materials as well as to define the instructional approaches of the program and the research-based strategies included. While pieces of the program provide documentation of their alignment to the standards, there is not a clear explanation of the role of specific ELA standards within the program. Materials include strategies for informing and involving stakeholders, including families, of the student's progress and ways to support their learning at home.

**INDICATOR 3F**

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

1/2

The materials reviewed for Grade 1 partially meet the criteria that materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

Grade 1 materials provides clear annotations for teachers on how to present content to students. For each unit, an overview is provided for the teacher. A student outcome page that displays what the students will be learning is also present. Throughout the lessons, italicized questions and explanations are included to support teachers in how to present materials to both support and challenge students, including ELL students. Each unit includes Approaching Level, On Level, and Beyond Level differentiated instruction. During Research and Inquiry, the teacher models the task; however, some statements provided are vague and do not provide enough guidance to teachers. There is minimal guidance and support for the use of embedded technology.

Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text. Examples include, but are not limited to:

- A model for an anchor chart is provided for teacher use in the classroom.

- An explicit systematic instruction chart is also provided that guides teachers through the word work process. The Teacher Edition states to do a "daily review to review prior sound-spellings to build fluency. After each day's lessons, check that children are on track and ready to move forward. Follow up with: Differentiated Instruction to strengthen skills, provide targeted review and reteaching lessons to meet children's specific needs."
- Next steps are also shown that help guide the teacher in making informed decisions.
- Grade 1, Resources Tab, Professional Development link, Overview: Filter Instructional Routines and Assessment: *Managing Small Groups: A How to Guide* and *Instructional Routines Handbook*, provides information to teachers about how to structure lessons in a differentiated classroom.
- In Unit 2, Week 5, the Teacher Conferences tab gives explained steps on how to conduct a writing conference with students. The steps include talk about the strengths of the writing, how the writer uses the writing trait, and make concrete suggestions for revisions.

There is minimal guidance and support for the use of embedded technology. Examples include, but are not limited to:

- The Digital Quick Start Guide gives teachers assistance on how to get started using the digital tools provided by *Wonders*.
- In Unit 5, Week 2, Research and Inquiry, suggests the use of technology to "Create and present a slide show of their research using an interactive whiteboard with pictures and labels" of the research idea, but does not give any other information to support the use of technology to enhance student learning. The Reading/Writing Companion, Research and Inquiry Step 3, "Find books or websites," contains a reference to the use of technology but does not provide further guidance or support for the technology. Games and activities are provided on the Student Edition site, but no link from the Teacher Edition is provided.

### INDICATOR 3G

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

2/2

The materials reviewed for Grade 1 meet the criteria that materials contain a teacher edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

Grade 1 materials provide detailed explanations for each instructional lesson for the teacher to explain to the student, including information on the lesson's purpose. Each unit of the Teacher Guide also contains alignments to the Common Core State Standards. The User Guide and *Instructional Routines Handbook*, which are separate items located in the Teacher Resource Library, are designed to provide guidance on the delivery of the reading curriculum and serve as a resource to build professional knowledge in the areas of research-based best practices. Training videos for different instructional routines, including coaching conversations and examples from the classroom, are also included in the teacher materials. Teachers can access information on a variety of topics, such as

writing, access to complex text, and foundational skills.

More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content. Examples include, but are not limited to:

- The Research-Based Alignment explains text complexity. "Texts must have recognized value, be worth reading, and include the variations of form documented to enhance comprehension (e.g., lexical quality). Lexical quality refers to the "extent to which the reader's knowledge of a given word represents the word's form and meaning constituents and knowledge of word use that combines meaning with pragmatic features."
- The curriculum offers the text, *Managing Small Groups: A How to Guide* by Vicki Gibson and Doug Fisher, that gives teachers background knowledge on how to implement small group differentiated instruction.
- Grade 1, Resources Tab, Professional Development link, tab: Author & Coach Videos, Filters provided: Foundational Skills, Close Reading, Access to Complex Text,
  - Under the filtered options for Foundational Skills are videos such as "Long Vowel Awareness." Through a coaching video, teachers learn how to teach students the difference between long and short vowels.
  - Under the filtered options for writing are videos such as "Writing Across Text Types and Genres with Dr. Doug Fisher."
- In the User Guide, beginning on page 6, teachers are provided information on an instructional approach used within the program, *Balanced Literacy Classroom: What Does It Look and Sound Like?* This information also includes 21st Century College- and Career-Ready Inspired Shifts in *Balanced Literacy*.
- In the User Guide, on page 16, teachers are provided with guidance on Guided Reading Instruction. This information informs teachers as to what guided reading looks like and what happens before, during, and after reading.
- In the User Guide, on page 26, close reading information is provided. Information detailing the importance of identifying a purpose for reading, determining the author's purpose, and schema and considerations for developing a close reading program is provided.
- In the User Guide, on page 37, the concept of rereading is explained, "When one's schema on a topic has significant gaps, the reader must devote cognitive resources to constructing a mental model on which to attach this new information (Kintsch & van Dijk, 1978)." "A chief way you accomplish this is by rereading. You slow down your pace, review a previous passage, and look back to the text in order to find information."
- In the Instructional Routines Handbook, beginning on page 19, several routines, such as collaborative conversations, are explained and established.

Explanations are accessible to all educators. Examples include, but are not limited to:

- The Resource Library in each unit provides resources that explain more advanced concepts. For example, there are videos on setting up a balanced literacy classroom.
- Videos are available to all teachers who have access to online materials under the professional development tab. The videos are short and easily viewed, although the videos do not appear to have a closed captioned version.

### INDICATOR 3H

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

1/2

The materials reviewed for Grade 1 partially meet the criteria that materials contain a teacher edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum. the criteria that the visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Grade 1 materials provide references to the standards, including lists and where to locate the standards within the curriculum; however, the role of the specific standards in ELA are not provided in the context of the overall curriculum. Standards are addressed in the Weekly Standards section with links to corresponding lessons. A Research-Based Alignment Handbook is also provided and details a summary of key research and demonstration of program alignment to the standards.

Limited explanations of the role of the specific course-level content in the context of the overall materials are offered in each unit. Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 7, the *Wonders* curriculum is “built around the new standards.” References to the standards are located in the *Wonders* CCSS Correlation pdf and then within the Weekly Standards tab located under the Plan tab online in the Teacher’s Edition.
- The *Wonders* CCSS Correlation pdf contains each grade level, the CCSS code, the CCSS, and the *Wonders* Page References which provides the location of where the standard can be found within the curriculum.
- In Unit 3, Week 1, L.1.1e, “Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).” [6 lessons] ) For each lesson, a Standard tab is located on the right-hand side of the page. When selected, it provides no explanation except a listing of the CCSS.

Explanations provide connections among multiple course levels. Examples include, but are not limited to:

- The Research-Based Alignment Handbook, Introduce vocabulary instruction in kindergarten and progress to academic vocabulary in the later grades, states, “Research in Kindergarten and Grade 1, exposure to new words begins with oral vocabulary development. The Talk About It weekly openers help develop oral vocabulary and build background knowledge about the weekly theme. New oral vocabulary words are introduced with the Visual Vocabulary Cards. The words are incorporated and repeated throughout the week to provide multiple exposure and understanding in context. New vocabulary is also introduced through the Literature Big Books and the Interactive Read-Alouds.”

### INDICATOR 3I

Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

The materials reviewed for Grade 1 meet the criteria that materials contain an explanation of the instructional approaches of the program and identification of the research-based strategies.

Grade 1 materials provide a User Guide that discusses the research behind a balanced literacy approach, guided reading instruction, vocabulary and foundational skills, social-emotional learning, and writing. The Instructional Routines Handbook explains more about the research behind the curriculum, as well as modeling routines, collaborative conversations, word work, reading, writing and grammar, and research and inquiry. This handbook also explains the educational approaches and routines for English Language Learners.

Explanations of the instructional approaches and research-based strategies of the program are provided. Examples include, but are not limited to:

- Instructional Routines Handbook, page 3, the I Do, We Do, You Do, Routine is shown. “I Do: This is where you explain and model to your students what it is they are learning to do. We Do: In this step, you and your students work together and share the instruction. Students get to practice while you guide and teach. You Do I Watch: After students have had the chance to practice with you, it’s time for them to practice on their own. This is where you observe and offer corrective feedback as students collaborate and practice. You Do It Alone: After modeling, showing, guiding, and allowing them to practice, it’s time for your students to work independently.”
- The Research-Based Alignment Handbook provides the key research findings that support the *Wonders* curriculum. For example, the research document states that when students engage in repeated readings it builds their fluency and comprehension. This is supported in the *Wonders* curriculum. “In grade 1 teachers read aloud and reread Literature and Informational big books and Interactive Read-Aloud Selections.”
- The User Guide, page 4, provides the research behind independent reading. “Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control. Readers without power to make their own choices are unmotivated.”
- The User Guide, “Guided Reading Instruction” by Kathy Rhea Bumgardner, M. Ed., discusses what guided reading is and how to prepare and teach guided reading. Research-based approaches, such as scaffolding are referenced. “The term ‘scaffold,’ as applied to learning situations by Wood, Bruner, and Ross (1976), refers to a framework and process by which teachers use support strategies to help students complete tasks they are unable to do independently at their current stage of learning.” References are listed at the close of this article.
- Resources Tab, Professional Development link, Filter: Research Base and Link to Whitepapers, includes documents that provide an explanation of the link between research and the program.

### INDICATOR 3J

Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and

achievement.

The materials reviewed for Grade 1 meet the criteria that materials contain strategies for informing all stakeholders, including students, parents or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Grade 1 materials provide a Take Home Letter each week that reinforces the main lesson objectives, vocabulary, and content knowledge. Family Letters are available in several languages: English, Spanish, Arabic, Chinese, Hmong, Korean, Tagalog, Urdu, and Vietnamese. The letter includes the weekly concept and essential question. A checklist is provided, enabling students and families to mark off any learning goals they complete. A Word Workout that includes word activities for families and students to do at home is given. A comprehension passage that has a specific area of focus is also included each week. The weekly spelling list and correlating fun activities for families to help practice spelling words are also included. In the *Wonders* ConnectEd Student Edition, leveled readers and games are provided to support students at home.

An example of the weekly letter can be found in Unit 3, Week 1. The School-to-Home Connection Letter states, "This week our class will be focusing on the different ways we can measure time. Time can be measured by a clock, a shadow, and even an hourglass." A link to the students' learning goals is provided and families are asked to check the ones the student completes. Word Workout includes high-frequency words the students are working on, along with spelling/phonics and words to know. The comprehension skill the students are learning about is also included with a suggestion. "Your child will identify the character, setting, and what happens in a story. Then he or she will draw a picture to show the missing part of each story." A section called Pet Planet Time is included. This section includes portions titled Watch Together, Talk Together, and Breathe Together with ideas in each one. Resources are provided on the side for the students to work on their comprehension skills or their Word Workout.

### CRITERION 3K - 3N

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

7/8

The program systematically and regularly provides opportunities for teachers to assess student progress, though materials include limited denotations of the standards being assessed both formatively and summatively. These opportunities are provided via routines and guidance that helps teachers assess students when appropriate.

Adequate guidance is provided to support teachers as they interpret assessment data and determine next steps for instruction.

The materials provide accountability measures to support students as they engage in independent reading self-selected texts.

### INDICATOR 3K

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

2/2

The materials reviewed for Grade 1 meet the criteria that materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

Grade 1 materials provide multiple assessment opportunities. There is an online assessment center that links to all Unit and Benchmark Assessments. Unit Assessments are given at the end of each unit. Screening/Placement and Diagnostic Assessments, such as Phonological and Phonemic Awareness, Letter Naming and Sight Words, and Phonics and Decoding, serve as an initial screening that can be assigned throughout the year to monitor student progress and pinpoint students' strengths and weaknesses. Checks for Success are provided throughout each unit regularly. Progress Monitoring Assessments are used to guide instruction and may be administered every week, every two weeks, or every six weeks, depending on the test selected. In the Benchmark Assessment Grade 1, students are given three benchmark assessments. The focus of the Benchmark Assessments is on key areas of English Language Arts: comprehension of literature and informational text, phonics and decoding skills, and recognition of high-frequency words. There are also Running Record Assessments that evaluate student's oral reading and identify a student's reading level, style, and strategy use.

Materials provide regular and systematic assessment opportunities for assessment. Examples include, but are not limited to:

- Inventories of Developmental Spelling (K–6+), Assessment Handbook, “Part 1 Assessment Options,” page 21, This assessment can be administered any time of the year. “Students' skills can be classified as falling into particular developmental stages of spelling.”
- Comprehension Tests (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 23, “Administer this test at any time of the year to provide a quick check or recheck of a student's instructional reading level.”
- Unit Assessments (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 27. These assessments are completed after each unit of study. “Unit Assessments include literary and informational texts with questions that focus on the main skills taught in each unit of *Wonders*. Test items cover reading comprehension skills, literary elements, text features, vocabulary strategies, and



English language conventions.” Each unit includes a writing prompt that students use to showcase their understanding of a genre that has been previously taught. These assessments provide information to make instructional decisions and to place students into small skill-based groups.

- Benchmark Assessments (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 28. These assessments are completed “at discrete points throughout the year to gauge student progress through the curriculum and readiness for state-mandated end-of-year assessments.”
- Portfolio Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 31. Portfolios showcase a collection of the students work. A Reflection piece is included. Two portfolio options are presented: “a developmental portfolio and a best work portfolio. There is also a Portfolio Rubric to use when evaluating students’ portfolios.”
- Informal Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 45. “In reading, you can do this in an informal way throughout instruction.” Examples include teaching students to monitor their own comprehension by asking questions, and retelling and monitoring their own progress.

Materials genuinely measure student progress. Examples include, but are not limited to:

- In Unit 1, Week 4, Progress Monitoring Assessments, students read the story “Pals Have Fun.” Students answer comprehension questions based on the text.
- In Unit 4, Selection Tests are provided that assess students on their knowledge of weekly selections and concept vocabulary and their comprehension of the reading selections found in the literature anthology.

#### INDICATOR 3L

The purpose/use of each assessment is clear:

#### INDICATOR 3L.I

Assessments clearly denote which standards are being emphasized.

1/2

The materials reviewed for Grade 1 partially meet the criteria that assessments clearly denote which standards are being emphasized.

Grade 1 materials provide multiple ways that students are assessed throughout each unit, including formative assessments. The User Guide states that Unit Assessments are aligned to standards; however, there is no evidence to support that any standards are specifically listed in assessments.

Materials include limited denotations of the standards being assessed in both types of Assessments. Examples include, but are not limited to:

- The Unit Guide, page 60, explains that the unit assessments are aligned to standards, stating that assessments “ensure valid assessment of student performance and progress, [are] aligned to standards, and [measure] against grade level rigor.”
- Each unit has weekly Common Core standards present; however, standards listed in specific assessments or within the Teacher Edition or teacher’s script for administering assessments were not present.

**INDICATOR 3L.II**

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

2/2

The materials reviewed for Grade 1 meet the criteria that assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow up.

Grade 1 materials provide teachers with guidance for administering assessments, ways to scaffold assessments, and how to interpret student data. Teacher scripts are provided with answers for all Unit Assessments and Diagnostic Assessments. The answer keys have the correct answer and content focus for each question and answer. Suggestions on how to reteach content is provided to teachers.

Examples include, but are not limited to:

- On page x of the Placement and Diagnostic Assessment, First Grade, the materials state that placement decisions are provided after the Reading Comprehension Test, Phonemic Awareness Subtests, and Letter Naming Fluency are administered. Students who score 80% or higher are instructed to begin *Wonders* On Level or Beyond Level instruction. Students who score a 60-79% are instructed to begin with the Approaching Level materials. Students who score below a 60% are instructed to start in the Approaching Level and use intervention materials as needed.
- After each Unit assessment in the Teacher Edition, there is a Track for Success Progress Monitoring. For example, in Unit 6, Week 3, Making the Most of Assessment Results explains the assessed skills, how the teacher checks for success, and gives reteaching opportunities.
- Grade 1, Teacher Edition, Assessment and Data Tab, Printable Assessments, Filter to Assessment Handbook, Assessment Handbook, page 32, The Assessment Process Guide to Using Multiple Measures to Assess Student Progress provides an overall graphic on how assessments could be used in a classroom.
- In Unit 3, Week 4, Day 5, Progress Monitoring, teachers are provided with a chart for interventions. "Reteaching Opportunities with Intervention Online PDFs." If Children Answer 0-3 Comprehension items correctly: Then Assign Lessons 76-78 on Compare and Contrast and Lessons 88-90 on Text Connections from the Comprehension PDF. In Unit 5, Week 5, Formal Assessment, "Skills assessed in Progress Monitoring Assessment, Reteaching, "IF CHILDREN ANSWER 0-3 comprehension items correctly THEN ASSIGN Lessons 73-75 on Cause and Effect and Lessons 88-90 on Text Connections from the Comprehension PDF."

**INDICATOR 3M**

Materials should include routines and guidance that point out opportunities to monitor student progress.

2/2

The materials reviewed for Grade 1 meet the criteria that materials should include routines and guidance that point out opportunities to monitor student progress.

Grade 1 materials provide routines and guidance that point out opportunities to monitor student progress. There are informal Checks for Success that help collect evidence of student progress, as teachers observe students working and provide guidance for differentiation of instruction moving forward. Formative assessments are integrated within every unit by using end of unit assessments. Screening and Diagnostic Assessments, as well as Comprehension Assessments, offer guidance to inform instructional decisions.

Materials include routines and guidance that point out opportunities to monitor student progress. Examples include, but are not limited to:

- In Unit 1, Week 2, Decodable Reader tab, students read “Jill and Jim” to practice decoding in context. The resource states, “If students have difficulty with the text and need more support, the teacher can refer to T153 or T160.” The teacher is monitoring student progress while students are reading the decodable.
- In Unit 4, Week 4, Day 3, Teacher Edition, Check for Success, the resource states, “Use your online rubric to record children’s progress. Can children read and decode words with long *i*: *i*, *y*, *igh*, *ie*? Can children recognize and read high-frequency and vocabulary words?” The teacher is then able to differentiate instruction based on this Check for Success. Develop pages and Reteach page numbers are given for the teacher to provide further instruction.
- Instructional Routines Handbook, Teacher-Student Conference Routine, page 119, states “Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.”
- Instructional Routines Handbook, Retelling Routine, page 98, states, “Retelling allows you to monitor comprehension.” Model, Guide, and Discuss Retelling are the three steps within the Retelling Routine.
- Instructional Routines Handbook, Students monitor their progress, page 173. Students monitor their progress through the following ways:
  - Track Your Progress in the Reading Writing Companion asks students to evaluate their progress on key skills that they have learned.
  - Writing Rubrics, Student Models, Listening and Speaking checklists offer help as students reflect on the quality and completeness of their work.
  - Progress bars on online games help students track their progress.
  - Opportunities to give feedback to students during weekly Teacher and Peer Conferences on their writing.

### INDICATOR 3N

Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

The materials reviewed for Grade 1 meet the criteria that materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

Grade 1 materials recommend 10-15 minutes of independent reading daily. The materials offer

students a variety of texts, including anchor texts, shared texts, *Time for Kids*, suggested classroom library titles, and on-line titles to access, as well. The Instructional Routines Handbook provides an ample amount of opportunities for students to show accountability for their reading, including reading routines, reading logs, response pages, journaling, and conferences. Students are provided a routine for how to self-select a book of their interest to build stamina. A Five-Finger Rule is taught about selecting books and teacher monitoring of reading, reading logs, and conferencing helps students build confidence and motivation for independent reading.

Examples include, but are not limited to:

- In Unit 1, Week 2, students complete self-selected reading. The teacher reminds students of the following: to set a purpose for reading, visualize the story in their minds and identify details to help them understand what is happening.
- In Unit 5, Week 2, Teacher Edition, Self-Selected Reading, students select a fantasy for sustained silent reading. Students are instructed to use the Classroom Library, the Leveled Reader Library, or other books for their independent reading. The teacher encourages students to read for at least 20 minutes. The teacher reminds the students, "Set a purpose for reading. Identify causes and effects that make up the plot. Make predictions and correct or confirm them as they read." Students record the important events on a Cause and Effect chart. After reading, the teacher guides students to participate in a group discussion about the story they read. Students share their chart with a partner and explain how they could tell that the selection showed cause and effect.

### CRITERION 30 - 3R

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

10/10

The program provides strategies and support to assure all learners in the classroom are able to access grade-level content. This includes targeted support for English language learners, students with disabilities, and students who are performing above grade level. There are also a variety of grouping strategies provided as well as support for the teacher to select and deploy the most effective groupings for various learning scenarios.

### INDICATOR 30

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

2/2

The materials reviewed for Grade 1 meet the criteria that materials provide teachers with strategies for meeting the needs of range of learners so the content is accessible to all learners and supports

them in meeting or exceeding the grade-level standards.

Grade 1 materials provide modeling, formative assessments, language and visual supports, and background knowledge in each lesson to ensure student understanding. Materials also provide differentiated instruction to strengthen skills, provide targeted review and reteaching lessons to meet student's specific needs.

Examples include, but are not limited to:

- In Unit 2, Week 2, Day 1, Teacher Edition, Accessing Complex Texts are provided to the teacher to allow students to better comprehend unfamiliar vocabulary words. Students may be unfamiliar with the word *dassie*. The teacher explains, “that a *dassie* is a small creature that lives in rocky regions in southern Africa. *Dassies* make their homes in nooks and crannies among large rocks. They enjoy sunning themselves on the rocks, but will run for shelter when they sense danger. They are often hunted by jackals, lions, and eagles.”
- In Unit 3 Week 2, Enrichment Opportunities for Gifted and Talented Students, Beyond Level, small group lessons include suggestions for additional activities to extend learning opportunities for gifted and talented students: Synthesize - “Challenge children to think about how trees are important to people and animals. Have them use the selections they read to support their responses.” Extend - “Have children use facts they learned from the week or do additional research to find out more about trees.”
- In Unit 4, Week 4, Day 1, Whole Group, Writing Process: Revise and Edit, Teach in Small Groups (sidebar) - Recommendations to the teacher to address specific skills in a small group to students state, “You may choose to work with a small group of children who need support with the following: features of the genre, including key details; grammar skill; writing trait.” Students edit and proofread their work, and work in pairs to peer edit and use their Writer’s Checklist. The following scaffolds are provided for ELL students in each level, for example:
  - “Beginning: Have children read the first sentence of their poems. Write the verbs on the board in two columns as present or past tense to create a verb word bank. For each sentence, ask: Is this sentence talking about past or present? Have children check if the verb matches the tense needed, using the word bank and your assistance as needed.
  - Intermediate: Guide children to edit their poems for verb tense by asking: Did you use present tense verbs to talk about things that are happening now? Did you use past tense verbs to talk about things that have already happened? Have children review each sentence to find the verb and check the tense.
  - Advanced/Advanced High: After children edit their poems for correct verb tense, work together to brainstorm a list of adverbs that tell when something happens.”
- In Unit 5, Week 1, Day 2, Approaching Level students read the leveled reader, *My Garden*. The teacher also follows the routine, phoneme isolation for Tier 2 students, which is, I Do, We Do, You Do. The teacher displays the photo card and emphasizes the initial sound, then children repeat. The teacher gives other words for children to find the beginning sound. It states that teachers should also refer to the *Language Transfers Handbook* for the sounds that may not be present in the child’s native language. On Level students read *My Garden*, and the teacher demonstrates phoneme blending using the I Do, We Do, You Do method of instruction. The teacher models how to blend the word *hat*. Students practice blending other words using the given photo cards. Advanced students read *The Mystery Seeds* and respond to the text questions, “Who are the main characters in the story? What does the girl do to help her seeds grow?” Advanced students also practice the fluency skill of accuracy with the leveled reader.

## **English Language Arts :: ELA\_1st Grade Alignment Summary Part 3**

**INDICATOR 3P**

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

4/4

The materials reviewed for Grade 1 meet the criteria that materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

Grade 1 materials provide opportunities for all students to engage with grade-level text. Sidebar supports are provided to ensure that students are supported during lessons. ELL scaffolding and support is provided throughout all the units. Lessons also provide additional instruction on new skills at the end of each unit for small group work, reteaching, and differentiated instruction.

Examples include, but are not limited to:

- In Unit 1, Week 3, Literature Big Book, *Cool Dog, School Dog* by Deborah Heiligman, ELL Spotlight on Language, Strategy: Visualize, the teacher displays pages 4 and 5 of the story and reads the text aloud. The teacher slowly repeats the phrase, “a sun dog, a run-and-run-and-run dog.” The children repeat the text. The teacher then explains “that the author uses the phrase “run-and-run-and-run” to show how much Tinka runs.” The teacher then asks: “How do you feel when you are outside in the sun? How do you feel when you run around? (happy, excited) Let’s look for details in the picture that help us make a picture of Tinka in our minds. Read the Big Book in Small Group For specific comprehension support in reading *Cool Dog, School Dog* with your ELLs.”
- In Unit 2, Week 2, Day 1, Teacher Edition, High-Frequency Words, the teacher models the meanings of the words *one* and *three* by writing the numerals 1 and 3 on the board. The teacher writes the words beneath each numeral and reads each one with the children to help them connect the word with the numeral. The teacher then erases the board and holds up the High-Frequency Word Card for *one*. The teacher tells students to read it silently and then raise the correct number of fingers to show the word. This is repeated for the remaining words.
- In Unit 3, Week 5, Day 4, ELL, Whole Group, Literature Anthology, “A Food Chart” by Author Unknown, Lexile 420L, Spotlight on Language, to support ELL students with the acquisition of language, teachers are instructed to focus on a specific word, *dairy*. Directions on page 102 state, “Point to the word *dairy*. Read it aloud and have children repeat it. Explain that dairy foods are made from milk, which comes from cows. Have children look at the chart and find the word *dairy* there.” This is followed by a turn and talk.
- In Unit 5, Week 3, Anchor Text, *Thomas Edison, Inventor* by David Adler, ELL Spotlight on Idioms, Page 206, the teacher reads the sentence with “What if...” Then the teacher explains “that this phrase means the same as ‘What would happen if...’ Ask: ‘What if you ate worms? What if you could fly?’ Children can respond: *I would \_\_\_\_\_.*”

**INDICATOR 3Q**

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

2/2

The materials reviewed for Grade 1 meet the criteria that materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

Grade 1 materials provide options for extensions and more advanced opportunities. The small group/differentiated instruction section provides lessons with a leveled reader appropriate for the group's needs. Checks for Success are present throughout each unit. The teacher is then given guidance on extensions for students who are On Level or Beyond Level. Beyond level differentiated instruction is provided for small group instruction. Sidebars are provided for Gifted and Talented Learners to further advance instruction.

Examples include, but are not limited to:

- In Unit 1, Week 5, Day 1, The teacher introduces multiple meaning words using the gradual release method of instruction. The vocabulary words are *physical* and *exercise*. Student partners use the words *physical* and *exercise* in a sentence and choose a different meaning for the word in each sentence. For Gifted and Talented, students develop a short commercial that tells about the ways people exercise; they use different meanings for the words *physical* and *exercise*. Students also act out their commercials for the class.
- In Unit 4, Week 4, Day 1, Small Group/Differentiated Instruction, Beyond Level, Genre Passage, *The Tomato Adventure* by Author Unknown, Differentiate and Collaborate, teachers are provided with two extension activities to build from the reading. "Ask: What do the texts inspire you to do?" Create a New Insect: Have children use their imaginations to invent a new insect. Remind them to name their insect, draw a picture of it, and write about some of its defining features. Write a Report: Research what insects are found in your region. Have children choose two or three insects and write a brief report telling facts about the insects in your area."
- In Unit 6, Week 2, Day 1, Teacher Edition, Checks for Success are provided, "Can children isolate /k/ and match Kk and ck? Can children recognize and read the high-frequency words?" Differentiated small group guidance is provided. For On Level students, the teacher is instructed to review pages T462-464. For Beyond Level students, the teacher is provided an extension activity on page T468.
- In Unit 8, Week 3, Teacher Edition, Track Success, Progress Monitoring, Enrichment Opportunities for Gifted and Talented Children, Beyond Level, small group lessons include suggestions for additional activities to extend learning opportunities for gifted and talented students using Leveled Readers, Comprehension, Vocabulary, Workstation Activities, and Leveled Reader Library Online.

### INDICATOR 3R

Materials provide opportunities for teachers to use a variety of grouping strategies.

2/2

The materials reviewed for Grade 1 meet the criteria that materials provide opportunities for teachers to use a variety of grouping strategies.



Grade 1 materials provide opportunities for students to collaborate and communicate about the topic and tasks at hand. There are a wide range of whole class tasks, and there are also many opportunities for small group and partner work to help students have collaborative conversations.

Examples include, but are not limited to:

- In Unit 2, Week 1, Day 2, Language Arts, Shared Writing, the whole class participates in a writing prompt responding to the question, "Which job in *Good Job, Ben!* would you like to have? Why?"
- In Unit 4 Week 4, Whole Group, Literature Anthology, Anchor Text, *Hi! Fly Guy* by Tedd Arnold. Teachers are able to group students according to their reading levels for reading groups. Differentiated Reading, Approaching Level: Students listen to the summary in English before reading. They use the Reread prompts during Small Group time. On Level and Beyond Level: Partners complete the Reread prompts on Reading/ Writing Companion pages 120-122. English Language Learners: Before reading, beginning and early-intermediate ELLs will listen to a summary of the selection. Students meet in their groups for small group instruction.
- In Unit 5, Week 4, Day 3, students work with a partner to orally complete each sentence stem on the Day 3, Vocabulary Practice Activity using this week's and last week's vocabulary words. "Have children complete Practice Book page 396."

### CRITERION 3S - 3V

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Digital materials are available for the program and can be used on multiple platforms and browsers. Technology is used appropriately to support student learning and foregrounds supports that provide a deeper understanding of the texts and text evidence they encounter in lessons. Opportunities for personalization/customization and teacher to student and student to student collaboration are available digitally, including customization for local use.

### INDICATOR 3S

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

The materials reviewed for Grade 1 meet the criteria that digital materials (either included as

supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple internet browsers (eg. Internet Explorer, Firefox, Google Chrome, etc.), “platform-neutral” (ie., Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

Grade 1 materials are web-based, compatible with multiple browsers and are platform-neutral. The digital materials function without incident on Microsoft Edge, Firefox, Google Chrome, Internet Explorer, and Safari. Apple products and Window products can access the digital materials. Mobile devices are also able to open and access the functionality of the digital materials. Games were not accessible on mobile devices.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 14, “there are digital tools that can enhance and support student learning as well. Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text.”
- In the Instructional Routines Handbook, page 103, there is a picture of a student using an iPad. The materials mention that students can record Super Summaries digitally.

### **INDICATOR 3T**

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials reviewed for Grade 1 meet the criteria that materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials contain digital documents of the Teacher Editions, Reading/Writing Companion, Readers, Vocabulary Image Cards, and Games. The Resource Library includes projectable classroom materials for use during lessons. Also included in the digital section are Fluency Packets and multimedia support for each unit. The Teacher Edition includes references of when digital tools are available and how they can be used within a lesson. The materials for each lesson are Smartboard-compatible and the links for the digital version of the students’ Reading/Writing Companion can be found in each lesson. This allows the teacher to annotate and model how to use the text. Cloud Reader, a digital platform for the Leveled Texts, Literature Anthologies, and Reading/Writing Companion, also allows teachers to model annotating text.

### **INDICATOR 3U**

Materials can be easily customized for individual learners.

### **INDICATOR 3U.I**

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

The materials reviewed for Grade 1 meet the criteria that digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

Grade 1 materials include technological innovations that allow for teachers to customize weekly lessons for whole group instruction and for individual students. Teachers set the school calendar in the online platform which determines what students access in their online dashboards each day. Teachers can customize beyond that for individual students by assigning specific practice pages and texts at specific reading levels to individual students to access online.

Examples include, but are not limited to:

- Digital materials include a digital planning guide that provides step-by-step lesson plans and online materials that include additional support in differentiated instruction. Units combine reading, writing, speaking, and listening in a digital environment that engage students. There are also digital guides for assessment, remediation, and supplemental materials to personalize learning for students.
- Texts that are in the Reading/Writing Companion and the Interactive Read-Aloud have audio features that the teacher can play for the students.
- Teachers are able to edit their class assignments by English Language Learner, On Level, Beyond Level, and Approaching Level.
- Beginning readers are able to use a pictorial login.
- In the Assignment Manager digital tab on the website, teachers can create assignments for students tailored to what the students need. Teachers can edit and copy existing assignments and monitor student submissions. The teacher can create student mailboxes to manage student assignments.

### INDICATOR 3U.II

Materials can be easily customized for local use.

The materials reviewed for Grade 1 meet the criteria that materials can be easily customized for local use.

Grade 1 materials provide Teach it Your Way to customize the resource. This resource can be used if the focus of the district's instructional plan is to include other research-based practices not explicitly followed in the *Wonders* materials. Teachers and/or the school district can also determine if lessons will follow a Core Pathway option, due to time constraints or other needs. The Core Pathway is an abbreviated version of the curriculum that covers all tested skills but omits some optional lessons.

































## **English Language Arts :: ELA\_2nd Grade Alignment Summary Part 1**



## Wonders - Second Grade

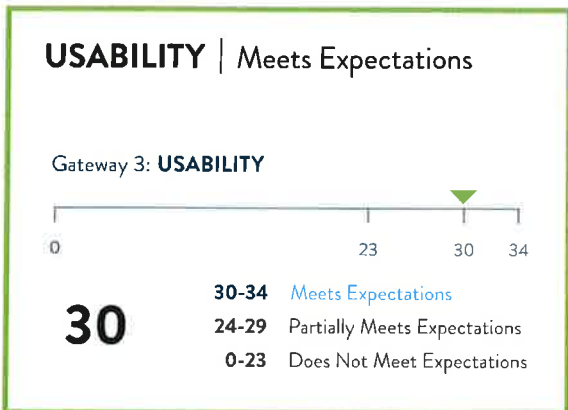
McGraw-Hill Education | Second Grade

### Alignment: Overall Summary

The materials for Grade 2 meet the expectations of alignment. The materials include high quality texts and tasks that support students' development of literacy skills in reading, writing, speaking and listening, and language. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills, although the organization of texts may need revision to support consistent beginning-to-end of year comprehension development. Instruction for foundational skills includes the core components necessary. While many implementation supports are available, the teacher may need to do extra work to assure lessons are implemented with fidelity.

**i** SEE RATING SCALE

**i** UNDERSTANDING GATEWAYS



## Gateway One Text Quality & Complexity and Alignment to Standards Components Meets Expectations

Wonders 2020 for Grade 2 includes high-quality anchor texts that encompass a broad array of text types and genres placed at the appropriate level of complexity for the grade. Texts are accompanied by a partial text complexity analysis.

The texts partially support students’ evolving literacy skills as texts do not consistently grow in complexity over the course of the year. Materials provide both depth and a volume of reading practice.

Text-dependent/specific questions and tasks build within each unit to an integrated, culminating tasks that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts

through the implementation of protocols to scaffold conversations as students' oral language skills grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

Grade 2 materials provide explicit instruction in phonics, print concepts, text structure, and text features.

Throughout the course of the year, students have frequent opportunities to read on-level text with fluency and purpose. Students have multiple opportunities to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Anthology. Frequent opportunities are provided throughout the entire program to assess students' mastery of foundational skills and to progress monitor student growth. Support for differentiation of foundational skills is found throughout the program.

#### **CRITERION 1A - 1F**

Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.

17/20

Wonders 2020 for Grade 2 includes high-quality anchor texts that encompass a broad array of text types and genres. Texts are placed at the appropriate level of complexity for the grade and are accompanied by a partial text complexity analysis that describes the quantitative score and qualitative features as well as the reason for the placement of the texts in the unit.

The texts partially support students' evolving literacy skills as texts do not grow in complexity over the course of the year. Materials engage students in a broad range of reading opportunities to provide both depth and volume of reading practice to achieve grade-level reading proficiency.

#### **INDICATOR 1A**

Anchor texts (including read-aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

The instructional materials reviewed for Grade 2 meet the criteria for anchor texts (including read-aloud texts in K-2 and shared reading texts in Grade 2 used to build knowledge and vocabulary) are of publishable quality and worthy of especially careful reading/listening and consider a range of student interests.

Grade 2 materials include anchor texts that are of high interest and engaging to students. Many cultures are represented within the anchor texts and are varied within content areas as well. The anchor texts are examined multiple times for several purposes and are used to expand topics and essential questions, build vocabulary, and prompt writing.

Texts are of high quality, including rich language and engaging content. Accompanying illustrations are of high quality as well, supporting students' understanding and comprehension of the associated text. Examples of texts that fit this category include, but are not limited to the following:

- In Unit 2, Week 2, students read *Wolf! Wolf!* by John Rocco. This fable has a clear beginning, middle, and end and it also has a problem and solution structure. It is told in the third person. It includes dialogue and the illustrations clarify and add information to the fable. It is an engaging text with rich language and quality illustrations.
- In Unit 2, Week 2, students read *Baby Bears* by Bobbie Kalman. This expository text is clearly developed. The author organizes the text into several sections. Each section has its own heading. Photos with captions clarify or add information to the text. A diagram with labels shows how cubs grow up. The layout of text and photos with captions varies from page to page. The vocabulary is mostly familiar with some discipline-specific vocabulary (e.g., *nurse, the Arctic, omnivore*).
- In Unit 4, Week 3, students read *April Rain Song*, *Rain* By Langston Hughes and Elizabeth Coatsworth. This is a free verse poem that relies on a fair amount of repetition. It is structured into three stanzas. There may be a few unfamiliar words in the poems (e.g., *gutter, still, pattered, sill*).
- In Unit 5, Week 2, students read *Grace for President* by Kelly DiPucchio. This fiction text demonstrate how U.S. elections work through the story of a grade-school election. The text is moderately complex as the story is told sequentially from the beginning when Grace wants to run for president through the election process to become class president. The text structure includes several unique features, such as text inside boxes that are outlines of individual states, and text in word balloons. These features help break up the text into fun and manageable chunks.
- In Unit 5, Week 3, students read *A Call to Compost* by Author Unknown. This persuasive article is clear and presented early in the text, about whether to compost or not. The text also offers other features of nonfiction text such as sidebars, photos with captions, sections with heads, and a chart. The text also includes domain-specific vocabulary such as: *landfill, food waste, recycle, garbage, compost, fertilizer, pollute, environment, ban, fine, pass*.

#### INDICATOR 1B

Materials reflect the distribution of text types and genres required by the standards at each grade level.

The instructional materials reviewed for Grade 2 meet the criteria for materials reflecting the distribution of text types and genres required by the standards at each grade level. Genres and text types are varied and represented throughout the school year. Texts include a mix of informational and literary texts, including poetry and fables.

The following are examples of literature found within the instructional materials:

- In Unit 1, Week 2, *Big Red Lollipop* by Rukhsana Khan
- In Unit 2, Week 3, *Wolf, Wolf!* By John Rocco
- In Unit 5, Week 4, *Brave Bessie* by Eric Velasquez
- In Unit 4, Week 1, *Dear Primo* by Duncan Tonatiuh
- In Unit 6, Week 3, *The Contest of Athena and Poseidon* by Author Unknown

The following are examples of informational text found within the instructional materials:

- In Unit 4, Week 3, *Into the Sea* by Author Unknown
- In Unit 6, Week 1, *The Life of a Dollar Bill* by Author Unknown
- In Unit 5, Week 5, *The Problem with Plastic Bags* by Author Unknown

#### INDICATOR 1C

Texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

4/4

The instructional materials reviewed for Grade 2 meet the criteria for texts (including read-aloud texts and some shared reading texts used to build knowledge and vocabulary) have the appropriate level of complexity for the grade level according to quantitative analysis, qualitative analysis, and a relationship to their associated student task. Read-aloud texts at K-2 are above the complexity levels of what most students can read independently.

Instructional materials provide opportunities for students to listen to grade-level appropriate texts during Shared Reading and Literature Anthology. Texts included have the appropriate level of complexity based on their quantitative analysis, qualitative analysis, and student task.

Texts have the appropriate level of complexity for the grade according to quantitative analysis and relationship to their associated student task and anchor texts are placed at the appropriate grade level. Examples include, but are not limited to:

- In Unit 2, Week 1, Day 3, Literature Anthology, *Baby Bears* by Bobbie Kalman. This text has a quantitative measure 500 Lexile.

Students need specific domain knowledge for a full understanding of the text. The text has varying text structures which include question and answer. The graphics and text features are essential to understanding the text, which makes the text more complex.

- In Unit 3, Week 4, Literature Anthology, "Mr. Putter and Tabby See the Stars" by Cynthia Rylant. This text has a Lexile level of 580L. The meaning/purpose and structure as moderately complex. Language and knowledge demands are slightly complex.
- In Unit 4, Week 1, Literature Anthology, *Dear Primo: A letter to My Cousin* by Duncan Tonatiuh. This text has a quantitative measure of 600 Lexile. The knowledge demands are slightly complex. Structure and Language is moderately complex.
- In Unit 6, Week 1, Day 3, Expository Text, *Money Madness* by David Adler. This text has a quantitative measure of AD500 Lexile. Students need specific domain knowledge for a full understanding of the text. The graphics and text features are essential to understanding the text. Also, the author's purpose moves from explicit to implicit, which makes the text more complex.

## INDICATOR 1D

Materials support students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade level skills (leveled readers and series of texts should be at a variety of complexity levels).

2/4

The instructional materials reviewed for Grade 2 partially meet the criteria for materials supporting students' literacy skills (comprehension) over the course of the school year through increasingly complex text to develop independence of grade-level skills (leveled readers and series of texts should be at a variety of complexity levels).

The materials that students interact with on a daily basis do not increase in complexity throughout the school year to help students develop independence of grade-level skills. Texts that are used for interactive read-alouds are not in the appropriate Lexile band for read-aloud and there is very little increase in quantitative complexity. The same is true for the qualitative features of these texts. They are given complexity levels of slightly complex to somewhat complex throughout the year, with few texts reaching moderately complex. The same is true for Shared Reading and Anchor Texts. While the texts are in the correct Lexile band, the complexity, both qualitative and quantitative, does not grow significantly over the course of the year to help students develop independence of grade-level skills. Although students do gain knowledge throughout the year based on the text selections, accessing more complex, grade appropriate books by the end of the year is not present.

Interactive Read-Alouds remain around the same Lexile level for the course of the year, as does the qualitative analysis. In addition, the Lexile measures are appropriate for students in Grade 2 to read independently, instead of above grade level, making them inappropriate for complex read-aloud texts. Specific examples of this problem include:

- In Unit 1, students hear "The New Kid" (no author), which has a Lexile of 550 and qualitative features ranging from slightly complex for meaning to moderately complex for knowledge demands.
- In Unit 3, students hear "My New School" (no author), which has a Lexile of 620, and qualitative features ranging from slightly



complex for meaning to moderately complex for knowledge demands.

- In Unit 6, students hear “A Colorful Problem” (no author), which has a Lexile of 570 and is slightly complex for all qualitative features, with the exception of knowledge demands, which is moderately complex.

Shared Reading allows the students to participate in the reading of the text, and are typically less complex than interactive read-alouds, which are meant to be above the grade-level complexity band.

Examples of shared reading include:

- In Unit 2, students read “The Boy Who Cried Wolf!” (no author), which has a Lexile of 460 and is considered slightly complex except for knowledge demands, which is considered moderately complex.
- In Unit 4, students read “Into the Sea” (no author), which has a Lexile of 650 and is considered slightly to somewhat complex.
- In Unit 6, students read “The Life of a Dollar Bill” (no author), which has a Lexile of 660 but is considered slightly complex, with the exception of structure, which is considered somewhat complex.

Students also hear and read Anchor Texts across the course of the year. These texts also do not vary greatly in complexity levels across the year to support students in achieving grade-level proficiency by the end of the year. Examples of anchor texts include:

- In Unit 1, students read *Help! The Story of Friendship* by Holly Keller, which has a Lexile of 410 and is considered slightly complex, with the exception of knowledge demands, which is considered moderately complex.
- In Unit 3, students read *Mr. Putter and Tabby See the Stars* by Cynthia Rylant, which has a Lexile of 580 and has qualitative features ranging from slightly complex with knowledge demands and language to moderately complex with meaning and structure.
- In Unit 5, students read *Brave Bessie* by Eric Velasquez, which has a Lexile of 650 and is considered moderately complex, with the exception of meaning, where it is only slightly complex.

#### INDICATOR 1E

Anchor texts (including read-aloud texts in K-2) and series of texts connected to them are accompanied by a text complexity analysis.

1/2

The instructional materials reviewed for Grade 2 partially meet the criteria that anchor texts (including read-aloud texts in K-2) and the series of texts connected to them are accompanied by a text complexity analysis. Instructional materials include a text complexity analysis for most texts; however, not all texts include a text complexity analysis. Quantitative and qualitative measures are provided in the text notes section. A clear rationale for the purpose and placement for texts chosen for the program is not evident.

Examples include the following, but are not limited to:

- In Unit 2, Week 3, Day 3, Literature Anthology, *Wolf, Wolf* by John Rocco, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:

- Qualitative Features - Meaning/Purpose - Slightly Complex: The central idea (that you can change your mind to make a better decision) is clearly developed. Structure- Slightly Complex: This fable has a clear beginning, middle, and end. It also has a problem and solution structure. This fable is told in the third person. It includes dialogue. The illustrations clarify and add information to the fable.
- Language - Slightly Complex: Much of the vocabulary is familiar; however, there is some more difficult vocabulary included (“clambering,” “wheezed,” “growled”). Many of the sentences are simple; however, there are also more complex sentence constructions (“His bones creaked and his joints cracked as he slowly made his way toward the voice.”).
- Knowledge Demands - Moderately Complex: The genre is fable. Knowledge of the genre (a fable is a made-up short story that often teaches a lesson; it has a beginning, middle, and end) is helpful. Knowledge of the problem-solution structure is also helpful. In addition, children may need help understanding that this fable is an alternate retelling of the fable “The Boy Who Cried Wolf.”
- Quantitative Features: Lexile 580L.
- Reader Considerations: Children will know their purpose for reading the fable (to read an alternate retelling of the fable *The Boy Who Cried Wolf*). They will be able to identify the problems at the beginning, the steps to the solution in the middle, and the solution (or lesson) at the end. The Teacher Edition provides support in helping children synthesize information from the text to understand the wolf’s actions and feelings. Children will very likely be interested in this retelling and the lesson or message.
- Task Considerations: Through the key details in the fable and the illustrations, children will be able to explain how the wolf changes from the beginning of the fable to the end.
- In Unit 5, Week 2, Literature Anthology, *Brave Bessie*, by Eric Velasquez, materials include the following notes on the text; however, a rationale for the placement of this text in this grade level is not included:
  - Qualitative Features - Meaning/Purpose - Slightly Complex: The meaning and purpose of the biography is clear, to demonstrate how a young woman, Bessie Coleman, achieved her goals despite many obstacles. Structure Moderately Complex: The biography is structured chronologically, telling the story of Bessie Coleman’s life from childhood to the establishment of her namesake flight school. The text is not illustrated but does include some photos of Coleman. There is a timeline of the important events in Coleman’s life.
  - Language - Moderately Complex: The text is dense, yet interesting and compelling. There are many domain-specific words, though the text and illustrations provide context and clues to their meaning. The text also contains some unfamiliar words (“scrimped,” “inspect,” “reporters,” “confident”) that children may need support to define.
  - Knowledge Demands - Moderately Complex: Children would benefit from learning more about two of Coleman’s heroes mentioned in the text, Booker T. Washington and Harriet Tubman. Children would also have a deeper understanding of the text with a review of the obstacles to people of color and women in the 1920s. In addition, background knowledge about the novelty of airplane travel and flying during this era would also be enlightening to children. Quantitative Features: Lexile 650L
  - Reader Considerations: Children would very much benefit from a prior discussion about the obstacles that people of color and women faced in America during the 1920s, and why Coleman was able to learn to fly in France rather than in the United States. A reminder to children about the novelty of air travel during this era would also deepen their appreciation of the biography.

- Task Considerations: Children will be able to explain how the author uses Bessie Coleman's story to show what it means to be a hero.

## INDICATOR 1F

Anchor text(s), including support materials, provide opportunities for students to engage in a range and volume of reading to achieve grade level reading.

2/2

The instructional materials reviewed for Grade 2 meet the criteria that support materials for the core text(s) provide opportunities for students to engage in a range and volume of reading to support their reading at grade level by the end of the school year.

The Grade 2 materials provide opportunities for students to engage with a range of texts including nonfiction, realistic fiction, poetry and fables. Throughout the week, students interact daily with two to three texts on the same topic during whole group and small group instruction, including Shared Reading, Paired Selections for small group instruction, Anchor Texts, Interactive Read-Alouds, Leveled Readers, and Literature Big Books. Materials contain lessons and resources for read-alouds, guided reading, and independent reading. Throughout the week students also engage in a close reading of a text. In a typical week, on Day 1, students spend 20 minutes with the interactive read-aloud, 20 minutes with the shared reading, and 25 minutes in small groups, and on Day 2, students spend 50 minutes with the shared read and close reading and 30 minutes in small groups. On Day 3, students spend 40 minutes reading the anchor text and 40 minutes in small groups, and on Day 4, students spend 50 minutes reading the anchor text and 60 minutes in small groups. Finally, on Day 5, students spend 35 minutes rereading the anchor text and 60 minutes in small groups.

Instructional materials identify opportunities and supports for students to engage in reading and listening to a variety of texts to become independent readers at the grade level and engage in a volume of reading as they grow toward reading independence. Examples include, but are not limited to:

- In Unit 1, Week 3, students engage in reading:
  - Interactive Read-Aloud (fantasy): "The New Kid" (unknown author)
  - Shared Reading (fantasy): "Little Flaps Learning to Fly" (unknown author)
  - Decodable Readers: "Spot and Fran" (unknown author) and "Why Not Grin?" (unknown author)
  - Anchor Text (fantasy): *Help! A Story of Friendship* by Holly Keller
- In Unit 3, Week 5, students engage in reading:
  - Anchor Text (expository) "Many Ways to Enjoy Music" (*Time Magazine* article)
  - Interactive Read-Aloud (expository text): "Why People Drum" (unknown author)
  - Paired Reader: "A Musical Museum" (*Time Magazine* article)
  - Shared Reader (expository text): "They've got the Beat!" (*Time Magazine* article)

- Decodable Reader: “Luke’s Tune” (unknown author), *The Sounds of Trash* by Susan Evento and “Musical Expression” (unknown author)
- In Unit 4, Week 3, students engage in reading:
  - Interactive Read-Aloud (expository text): “Earth Changes” (unknown author)
  - Shared Reading (expository text): “Into the Sea” (unknown author)
  - Anchor Text (expository text): *Volcanoes* by Sandra Markle
  - Paired Reader: “To The Rescue” (unknown author)
  - Decodable Reader: “More Fun Than A Hat”, “Just For Fun”, “Cheer Up, Dot”, “Deer, Steer and Ibex” and “Watching and Hearing Animals” (unknown author)
- In Unit 6, Week 1, students engage in reading:
  - Interactive Read-Aloud (expository text): “Keep the Change” (unknown author)
  - Shared Reading (expository text): “The Life of a Dollar Bill” (unknown author)
  - Anchor Text (expository text): *Money Madness* by David A. Adler

### CRITERION 1G - 1N

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

16/16

Wonders 2020 for Grade 2 includes text-dependent/specific questions and tasks that build to an integrated, culminating tasks that allows students to demonstrate the knowledge and skills gained through instruction through writing and/or speaking activities. Students are supported in evidence-based discussion of texts through the implementation of protocols to scaffold conversations as students’ oral language skills grow in sophistication. Use of grade-level vocabulary/syntax and appropriate questioning are encouraged during student discussions.

Students engage in a mix of evidence-based writing tasks, including both on-demand and process writing, that incorporate some of the writing types called for in the standards. Students write on-demand for opinion, but do not have opportunities to engage in process writing for opinion pieces. Explicit grammar and conventions instruction is provided with opportunities for students to practice and apply these skills within their writing tasks.

### INDICATOR 1G

Most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

2/2

The instructional materials reviewed for Grade 2 meet the criteria that most questions, tasks, and assignments are text-based, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).

The materials provide opportunities for students to engage with the texts. Questions and tasks provide opportunities for students to use text-based evidence when answering questions or completing tasks in correlation to the text they are reading or listening to. These opportunities are included in the Literature Big Book, Shared Read, Interactive Read-Aloud, Reading/Writing Companion and Paired Selections.

Instructional materials include questions, tasks, and assignments that are mainly text-based over the course of a school year. Examples include, but not limited to:

- In Unit 2, Week 5, Day 1, Teacher Edition, Whole Group, Shared Read, *Cats and Kittens* by author unknown, the teacher reminds students that compare-and-contrast text structures require the reader to notice how the author compares and contrasts characters, settings, and events. Students look at Literature Anthology, *Dear Primo*, and the teacher asks, "How are Carlitos and Charlie similar? What are Carlitos and Charlie doing on pages 318-319? How is what they are doing the same? How is it different?" The teacher has the students look at pages 328-329. The teacher prompts the students, "This is the first time the author puts the words of the two cousins across two pages. Why does the author spread the text across both pages?"
- In Unit 3, Week 1, Day 1, Teacher Edition, Whole Group, Shared Read, *Lighting Lives* by author unknown, students are asked to read the first paragraph, and asked, "Which details tell about how people use solar panels? What might be the purpose of this paragraph? Why might this be important?"
- In Unit 3, Week 3, Day 5, Teacher Edition, Whole Group, Anchor Text, Literature Anthology, *Mr. Putter & Tabby See the Stars* by Cynthia Rylant, the teacher asks, "Why does Mrs. Teaberry like to feed Mr. Putter "most of all"? How does the repetition of the word she on page 247 help you understand how Tabby feels about the night?"
- In Unit 5, Week 2, Day 8, Teacher Edition, Whole Group, Literature Anthology, *The Prince's Frog* by author unknown, the teacher asks these questions, "Why does Peter give the frog a dish of water and capture flies? What do these actions tell you about Peter? How do you know how Peter feels about the frog as it eats the flies?"

Teacher materials provide support for planning and implementation of text-dependent writing, speaking, and activities. Examples include, but are not limited to:

- In Unit 2, Week 4, Day 6, Reading/Writing Companion, Analyze the Prompt, the teacher discusses with students, "What is the author asking you to do?" and then rereads sections. Students use evidence from previous notes about characters, settings and events and complete a graphic organizer citing evidence from the words and illustrations in the text.
- In Unit 5, Week 2, Day 6, Literature Anthology, *Brave Bessie* by Eric Velasquez, the teacher models using the text feature of a timeline to understand the character's accomplishments. The students use the Reading/Writing Companion to cite text evidence on graphic organizers using the same timeline and text.

**INDICATOR 1H**

Materials contain sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

2/2

The materials reviewed for Grade 2 meet the criteria for materials containing sets of high-quality sequences of text-based questions with activities that build to a culminating task which integrates skills to demonstrate understanding (as appropriate, may be drawing, dictating, writing, speaking, or a combination).

Throughout the program, the materials contain sets of high-quality sequences of text-based questions and activities that build to a culminating task. Units are broken into genre studies that extend for two weeks and at the end of the two weeks, students are given the opportunity to reflect on their learning. Each unit has a final performance task, which is called the Weekly Wrap-Up. It is designed to help students demonstrate their understanding of the essential question. Students complete the Weekly Wrap-Up in their Reading/Writing Companion. This culminating task is the same each week.

Some specific examples of what students learn and how they demonstrate their knowledge of the topic at the end of the week include:

- In Unit 2, Week 5, students learn about poems and animals. On Day 5, students reflect on their learning from the week. Students begin by reflecting on the essential question and discuss what they love about animals. Students read through their notes, annotations, and responses from each text before responding to the question, “How do the poets of the poems you read help you understand how they feel about animals?” Questions and tasks that support this culminating task, include, “How does each poet show what is special about the animals in the poems? What do we learn about camels in the third stanza? What does the poet tell us about how bats sound in the first and second stanzas?”
- In Unit 3, Week 5, students learn about expository texts and music. On Day 5, students reflect on their learning from the week. Students talk with a partner about an image in their Reading/Writing Companion and then respond to the prompt, “*From the selections and the Japanese print, I have learned that expressing yourself through music can mean...*” Questions to support the culminating task throughout the week include, “Why do all the singers need to keep rhythm? How does the author help you understand what being in the chorus is like for the students? What additional information does the caption give you?”
- In Unit 5, Week 5, students learn about persuasive texts and rules. On Day 5, students begin by reading the poem, “At the Table,” and discuss how manners are rules for families. Students complete the prompt, “*The selections I read and the poem show me that rules are important because...*”. Questions and tasks that support this culminating task include, “What two reasons does the author give to support not banning plastic bags? Do you think composting should be a law or a choice?”

In Week 6 of every unit, students complete a spiral review and show what they know from the entire unit versus just the one week. An example of this follows:

- In Unit 4, students learn about expository texts and poems. After reading the text, “Rivers of Ice,” students demonstrate their understanding by answering, “What makes a glacier move? Which part of the passage helps you understand how glaciers are made?” Students read the poems, “How to Wait” and “Against the Wind,” and answer, “What is the main message or lesson of the two poems? What word in ‘Against the Wind’ means the opposite of *nice*?”

## INDICATOR 11

Materials provide frequent opportunities and protocols for evidence-based discussions (small group, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

2/2

The materials reviewed for Grade 2 meet the criteria for materials providing frequent opportunities and protocols for evidence-based discussions (small groups, peer-to-peer, whole class) that encourage the modeling and use of academic vocabulary and syntax.

The materials provide students opportunities to engage in evidence-based discussions using academic vocabulary in whole class, small groups, and peer-to-peer. Opportunities are seen throughout the units in the Think-Aloud, Talk About It, Collaborative Conversations, and Vocabulary Picture Cards routines.

For example:

- In Unit 1, Week 1, Days 1-5, Whole Group, Shared Read, Reading/Writing Companion, *Maria Celebrates Brazil* by author unknown, Academic Language, Visualize, the teacher is prompted to remind students to use the words to create pictures in their minds about the parade. The teacher then models visualizing the photographer using text evidence. The teacher thinks aloud, “I read that Maria saw a woman with a camera. The woman hurries and scurries; those words tell me she is moving fast. Then she takes a picture of Maria. I think she was hurrying to get a picture of Maria before the parade passed.” The teacher asks students what other words help them visualize the parade.
- In Unit 2, Week 1, Day 1, Talk About It, Collaborative Conversations, teachers are prompted to suggest that as children engage in partner, small group, and whole class discussions, they are encouraged to follow discussion rules by taking turns speaking. They are reminded to, “Wait for a person to finish before they speak. They should not speak over others. Quietly raise their hand to let others know when they would like a turn to speak. Ask others to share their ideas and opinions so that all children have a chance to share.”
- In Unit 2 Week 2, Day 10, Whole Group, Independent Writing, Present Your Work, Reading/Writing Companion, page 25, the students read the Presenting Strategies Checklist, which includes items such as “make contact with the audience and cite the reliable sources you used.” Located within the classroom materials for this lesson is a video about “How to Give a Presentation,” which showcases students giving strategies about speaking and listening. It is not written in the teacher’s instructions, just featured as classroom material. Students are grouped in partners or small groups to rehearse their presentations. Students are reminded that they will be listening to other students’ presentations. The teacher reviews and models the behaviors of an effective listener. A listening checklist is suggested to the teacher to share with the students.
- In Unit 3, Week 3, Whole Group, Shared Read, Reading/Writing Companion, *Starry Night* by author unknown, Academic

Language, the academic language, *moonlight, nighttime, daytime*, is introduced by the teacher to the students during the Essential Question. The teacher explains that during nighttime, it is dark outside and the sun does not light the sky, but sometimes there is light from the moon. The students then describe the moon. A sample answer is provided, "Moonlight is the light we see from the moon at night."

- In Unit 3, Week 3, Oral Language, the teacher uses the Define/Example/Ask routine to present the oral vocabulary words: *exactly, present, report, telescopes, and total*.
  - Define: Exactly means without any mistake. (Cognate: *exactamente*)
  - Example: The clock showed exactly eight o'clock.
  - Ask: Why would you need to measure your feet exactly?
  - Define: When you present something, you show or tell about it before an audience. (Cognate: *presentar*)
  - Example: Lillian will present her report about dolphins to the class.
  - Ask: Show and tell how you would present a new friend to your class.
  - Define: When you give a report, you tell or write about something you've heard.
  - Example: The class enjoyed listening to Kara's report about dolphins.
  - Ask: What would you like to write a report about?
  - Define: Telescopes make things that are far away seem closer and larger. (Cognate: *telescopio*)
  - Example: Telescopes are useful for looking at the stars.
  - Ask: Describe what telescopes can help you see.
  - Define: Total means the whole or entire thing. (Cognate: *total*)
  - Example: Max spent the total amount of his money.
  - Ask: What is the total number of apples you will buy? Continued on the same day, eight new words are introduced in the mini lesson, "Words in Context," using the visual vocabulary cards to introduce the words.
- In Unit 5 Week 3, Day 1, Whole Group, Under Collaborative Conversations, the teacher is prompted to notice that as children engage in partner, small group, and whole group discussions, they should be encouraged to always look at the speaker, listen actively to the speaker, respect the speaker by not interrupting and repeat others' ideas to check understanding.

#### INDICATOR 1J

Materials support students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

2/2

The materials reviewed for Grade 2 meet the criteria for materials supporting students' listening and speaking about what they are reading (or read aloud) and researching (shared projects) with relevant follow-up questions and supports.

The materials provide opportunities for students to partake in listening and speaking activities about what they are reading through responding to evidence-based questions prompted by the teacher, as well as whole group and partner share. Collaborative conversations are encouraged throughout each unit. Students also have opportunities to discuss what they are researching.



For example:

- In Unit 1, Week 1, Day 5, Whole Group, Realistic Fiction Expert Model, Reading/Writing Companion, page 26, students discuss with partners, “How does the author shows the characters’ feelings at the end of the story?” Students write their answers to the discussion in their Reading/Writing Companion.
- In Unit 2, Week 1, Day 1, Talk About It, Essential Questions, teachers ask, “How is the larger bird different from the smaller one? How are the two birds the same?” The children discuss these questions in pairs or groups. The teacher models how to use the graphic organizer to generate words that can describe how the two penguins in the picture are alike and different. Small groups then develop ideas by using prior knowledge to discuss baby animals that they have seen or read about. Groups are asked to use as many words from the organizer as possible in their discussion.
- In Unit 3, Week 3, Whole Group, Shared Read, Reading/Writing Companion, “Starry Night” by author unknown, on Day 2, for Craft and Structure, the academic language includes *fiction, character, setting, dialogue, and narrator*. The teacher asks the students, “How does the author show that Mr. Cortes feels differently from the class about the homework?”
- In Unit 5, Week 3, Whole Group, Day 1-3, Shared Read, Reading/Writing Companion, *A Difficult Decision* by author unknown, Academic Language, point of view, character, and dialogue, the children work in pairs to write a few sentences about Wyatt’s point of view and how it changes from the beginning to the middle to the end.
- In Unit 6, Week 1, Day 1, Introduce the Topic, Talk About It, the teacher reads the essential question, “How do we use money? What goods does your family buy with money? What services does your family purchase?” Students discuss answers in pairs. The teacher models using the graphic organizer to list items a family might buy. The teacher reminds students of the Collaborative Conversation protocol for asking and answering questions. As students engage in partner, small group, and whole group discussions they are encouraged to, “ask questions about ideas that are unclear, wait a few seconds after asking a question to give others time to respond and answer questions using sentences, not one-word responses.”

#### INDICATOR 1K

Materials include a mix of on-demand and process writing (e.g. multiple drafts, revisions over time) and short, focused projects, incorporating digital resources where appropriate.

2/2

The materials reviewed for Grade 2 meet the criteria for materials including a mix of on-demand and process writing grade-appropriate writing (e.g. grade-appropriate revision and editing) and short, focused projects, incorporating digital resources where appropriate.

Instructional materials provide students with opportunities for students to write daily. For example, on Days 1 and 2 of a typical week, students are active participants in both shared writing and evidence-based independent writing using the texts from the week. On Days 3, 4, and 5, students work through the writing process where they using practice application of a writing skill, citing textual evidence, revising, editing, and publishing a piece of writing.

Materials include a mix of both on-demand and process writing that covers a year’s worth of instruction. Examples include, but are not limited to:

- In Unit 1, Week 4, Write to the Prompt, the teacher guides students to review their notes and plan their writing. The students reread the prompt, “Describe how where Pip lives affects what he does.” Students write a draft using evidence from the text and making inferences. Students are encouraged by the teacher to use supporting details from the text to tell more about Pam’s plan. Sentence frames are available if needed for the students to use. “*Before Pam’s plan, the girls \_\_\_\_\_. After Pam’s plan, the girls \_\_\_\_\_.*”
- In Unit 2, Week 5, Independent Writing, Anchor Text, *Fun With Maps* by author unknown, students write about the anchor text using the prompt, “Why does the author show different kinds of maps? What does this help us to understand about maps?” Students look for clues in the text and maps and take notes in their Writer’s Notebook to respond to the prompt. Students then write a response to the prompt as a draft, using evidence from the text. Sentence frames are available, if needed, for the students to use. Students work over three days to write the rough draft, proofread, revise, edit, publish and evaluate their work.
- In Unit 3, Weeks 1 and 2, Writing Process, students write a personal narrative. Students begin the writing process with a brainstorm, drawing and writing ideas. They write a personal narrative about a about a time they helped others. Students plan their writing using the Reading Writing Companion, page 28, to respond to the sentence starters, “*I helped when I\_\_\_\_\_. I wanted to do this because\_\_\_\_\_. I felt\_\_\_\_\_.*” Students plan the sequence of their story. The teacher advises, “Write details about your personal narrative in sequence. Tell what happens in the beginning, in the middle, and at the end of your narrative.” Students write a draft of the narrative.
- In Unit 3, Week 5, Anchor Text, *From Cows to You* by author unknown, students write to the prompt, “Based on *From Cows to You*, which job in the milk process would you rather have? Why?” The students write their draft, and check to make sure they responded to the prompt. Students proofread and edit their work and create a final draft. On Day 5, students present their work and self-evaluate with the Reading Writing Companion, page 157.
- In Unit 4, Week 3 and 4, Teacher Edition, Realistic Fiction, Writing Process, using the Reading Writing Companion, page 29, students read a letter and discuss the character’s feelings about the party. Students brainstorm ideas for making the character’s voice stronger so readers can better understand their feelings. Student point out the words, descriptions, and punctuation they added or changed to show how the narrator feels. The teacher reviews voice, story structure, and descriptive details, asking students to share points from their draft, if their answer is yes to the following questions:
  - Does your story begin by introducing a main character and two locations?
  - Does the character, or narrator, tell the story in first person?
  - Do you include descriptive words and details to show the character’s feelings?
  - Do you use exclamation marks to show when the character is excited?
  - Does your main character include descriptive details about two locations?
  - Is your story written in the form of a letter?

Students then revise their drafts with a focus on voice.

#### INDICATOR 1L

Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.

2/2

The materials reviewed for Grade 2 meet the criteria for materials providing opportunities for

students to address different text types of writing (year-long) that reflect the distribution required by the standards.

Instructional materials provide opportunities for students to write narrative, opinion, and informative pieces throughout the year. Each writing lesson has a purpose for writing, a teaching and modeling section, and examples/rubrics to guide students through shared and independent writing. Materials provide opportunities across the school year for students to learn, practice, and apply different genres/modes of writing that reflect the distribution required by the standard.

Examples of narrative writing include, but are not limited to:

- In Unit 2, Week 3, students write a personal narrative. Students focus on including a beginning, middle, and end, and writing with paragraphs.
- In Unit 3, Week 2, students write a personal narrative about a time they helped others. Students complete this writing task over the course of several days and use the text, “Landing on Your Feet” (unknown author), as a mentor text.

Examples of informational writing include, but are not limited to:

- In Unit 2, Week 2, students write their own expository essay about how a baby animal grows by explaining the sequence of events.
- In Unit 5, Weeks 1 - 4, students write a biography. They study biographies and go through a several-week process of brainstorming, drafting, and publishing a biography about a hero.
- In Unit 6, Week 4, students write a research report about banks using the text, *Money Madness* by David Adler to guide their research and report.

Examples of opinion writing include, but are not limited to:

- In Unit 1, students have the option of writing a book report where they share their opinion about something they have read. This is an option in the Extend Your Learning section of the Reading/Writing Companion.
- In Unit 3, Week 5, after reading the text, *Many Ways to Enjoy Music*, students explain why that is a good title for the selection. Students use text evidence to support their opinion.
- In Unit 5, students write a persuasive article in their Reading/Writing Companion. They begin by studying, “A Call to Compost”, which is a persuasive essay. Students write about something they would like to change at school.

#### INDICATOR 1M

Materials include regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

2/2

The materials reviewed for Grade 2 meet the criteria for materials including regular opportunities for evidence-based writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.

Instructional materials provide opportunities for students to write and support their writing with evidence for the texts that they are reading. During shared writing, students learn and practice new writing skills and how to provide support using evidence from the text. Students also write opinions on books they have chosen to read and use text evidence to explain their opinion.

Materials provide frequent opportunities across the school year for students to learn, practice, and apply writing using evidence. Examples include, but are not limited to:

- In Unit 1, Shared Read, Reading Writing Companion, *Maria Celebrates Brazil*, students are asked to find evidence of the character's changing feelings through the course of the story. On pages 4, 6, and 7, students are asked to circle the text evidence. On page 11, students answer the question, "How does the author show that Maria's feelings change at different parts of the story?"
- In Unit 2, Week 1, Shared Read, *Eagles and Eaglets* by Author Unknown, students respond in writing to the prompt, "How does the author use facts and text features to explain how an eaglet becomes an eagle?" The teacher says, "Let's reread to find facts and details about how an eaglet grows and changes to become an adult eagle. Taking notes will help you write your response."
- In Unit 3, Week 3, Days 1-5, *Starry Night*, by Author Unknown, students use text evidence to write to the prompt, "How does the author show that the sleepover was different from what the girls expected? Think about what the girls say and do." The teacher rereads and models locating details and dialogue that tell how the girls feel. The teacher continues with a think-aloud and the students use sentence starters to form their responses.
- In Unit 5, Week 5, Days 1-5, students write a persuasive essay using an expert model. They read the selection, *A Call to Compost*, by author unknown, and cite evidence to answer questions, such as, "How does the author try to get the reader to change his or her mind or take action?"
- In Unit 6, Week 3, Anchor Text, Respond to Reading, Write About the Author Text, after reading the story, *The Contest of Athena and Poseidon* by Pamela Walker, students respond to the prompt, "How does the author use dialogue to help you understand why the citizens choose Athena as their patron?" Students reread the text to see how the author uses dialogue to help answer the prompt. Students use the provided sentence starter in their Reading Writing Companion, page 52, to respond to the prompt.

#### INDICATOR 1N

Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

2/2

The materials reviewed for Grade 2 meet the criteria for materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

Instructional materials provide opportunities for the teacher to explicitly teach each grammar objective and provide guided practice. Materials also include multiple opportunities for students to independently practice each new skill. The grammar focus is connected to the independent writing

tasks. In addition to the grammar focus, each week of each unit includes a spelling focus, which provides opportunities for students to practice the conventional spellings of words with common spelling patterns and irregular spelling patterns. Students have opportunities over the course of the year to apply newly learned skills both in and out of context.

Materials include explicit instruction of all grammar and conventions standards for the grade level. Examples include, but are not limited to:

- Students have opportunities to use collective nouns (e.g., *group*).
  - In Unit 2, Week 3, Day 3, during the Grammar portion of the lesson, the teacher explains that a collective noun names a group of people, animals, or things. The teacher displays and reads aloud: *herd of deer, class of second graders, pile of rocks*. The teacher explains that *herd, class, and pile* are collective nouns and they are not capitalized. The teacher displays the sentences and guides students to identify proper nouns, common nouns, and collective nouns. Students work in a small group to write three collective nouns on a piece of paper. Students take turns choosing a piece of paper and describing the collective nouns using common and proper nouns. The other students try to identify the collective noun based on the description.
- Students have opportunities to form and use frequently-occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - In Unit 2, Week 4, Day 7, during the Grammar portion of the lesson, the teacher reminds students that a plural noun names more than one person, place, or thing and that some irregular plural nouns change their spelling to name more than one. Others don't change at all. The teacher writes pairs of sentences and partners complete the second sentence with the correct irregular plural noun. Students work in a small group and write five plural nouns, including irregular plural nouns. Students take turns selecting a noun and saying it aloud. The others in the group say the singular form of the noun.
- Students have opportunities to use reflexive pronouns (e.g., *myself, ourselves*).
  - In Unit 5, Week 4, Day 7, during the Grammar portion of the lesson, the teacher explains that reflexive pronouns refer to the subject of a sentence and use *-self* if the subject is singular or *-selves* if the subject is plural. *Myself, herself, and themselves* are reflexive pronouns. Partners work together to orally generate sentences using pronouns *myself* and *ourselves*. Students talk about what they do after school by themselves or with others. For example:
- Students have opportunities to form and use the past tense *We raked the leaves our \_\_\_\_ (selves) I practiced for the game by my \_\_\_\_ (self)* of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - In Unit 4, Week 3, Day 1, during the Grammar portion of the lesson, the teacher reminds students that verbs are often words that describe an action and to form the past tense of verbs, we usually add *-ed*: *look, looked; walk, walked*. The teacher also explains that the verbs *go* and *do* have special forms in the past tense. They are called irregular verbs. Partners orally generate sentences using the present and past tense irregular verbs *go/went* and *do/did*. Volunteers share their sentences. One partner writes a sentence using *go* and the second partner writes a sentence for *do*. Partners exchange sentences and create *went/did* sentences.
- Students have opportunities to use adjectives and adverbs, and choose between them depending on what is to be modified.
  - In Unit 6, Week 1, Day 1, during the Grammar portion of the lesson, the teacher explains that an adjective is a word that describes a noun, or a person, place, or thing. Adjectives can tell what kind or how many. The teacher models identifying

adjectives that tell what kind. Groups of students take turns using adjectives that tell what kind to describe different objects. The students begin with the word *ball*. The teacher asks, "How many different adjectives can you use with *ball*?" The teacher goes on to other objects, such as *flower*, *dog*, and *house*.

- In Unit 6, Week 4, Day 7, during the Grammar portion of the lesson, the teacher explains that an adverb can tell where an action took place. The teacher displays sentences and underlines the adverb and the verb. The teacher models identifying the adverb in the sentences. Pairs of students work together to write two sentences each that include an adverb that tells where an action occurred. Students exchange sentences and identify the adverb. Volunteers share their sentences with the class.
- Students have opportunities to produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).
  - In Unit 1, Week 5, Day 1, during the Grammar portion of the lesson, the teacher explains that expanding sentences helps make writing sound better and more interesting, because when you expand a sentence, you add more details. The teacher writes and displays: *The boy rides the bike*. The teacher models how to expand the sentence by adding information about the subject or predicate and explains that the sentence can be expanded three ways: "Tell more about the subject, add details to the predicate, or add to the subject and the predicate." Partners generate and expand sentences. One partner offers a subject. The other provides a verb. Partners take turns expanding the sentence by adding details. Volunteers share their sentences.
- Students have opportunities to capitalize holidays, product names, and geographic names.
  - In Unit 2, Week 3, Day 4, during the Grammar portion of the lesson, the teacher reminds students that a proper noun begins with a capital letter. The teacher introduces the capitalization of months and days and explains that the names of months and days always begin with a capital letter because they are proper nouns.
  - In Unit 4, Week 3, Day 3, during the Grammar portion of the lesson, the teacher explains that a proper noun names a specific person, place, or thing and that the names of people, cities, states, countries, and continents are all proper nouns. Months and days of the week are also proper nouns. A proper noun always begins with a capital letter. The teacher displays and reads aloud the sentences. Students capitalize proper nouns.
- Students have opportunities to use commas in greetings and closings of letters.
  - In Unit 3, Week 3, Day 3, during the Grammar portion of the lesson, the teacher explains that letters have special punctuation. The greeting (the beginning of a letter) and the closing (the end of a letter) both begin with a capital letter and a comma is used after the greeting and closing. The teacher writes a brief letter on the board and reads it aloud. The teacher guides the students to tell where to use capital letters and commas. Groups of students talk about someone they would like to write a letter to and each group writes a two-sentence letter, punctuating it correctly. On Day 4, students proofread and correct errors in a letter.
- Students have opportunities to use apostrophes to form contractions and frequently occurring possessives.
  - In the Teacher Edition, Unit 2, Week 5, Day 2, during the Grammar portion of the lesson, the teacher reviews that a possessive noun shows who or what owns or possesses something. The teacher guides the students to form the possessive of *cats*: *The cats claws are sharp*. (*cats'*) The teacher repeats the process for plural nouns not ending in *s*: (*geese*, *geese's*). Pairs of students write down five singular nouns each and each student takes a turn choosing a noun and stating the plural of the noun, and then the possessive form. The students write a sentence with the plural possessive noun and read it aloud.
  - In Unit 4, Week 4, Day 6, during the Grammar portion of the lesson, the teacher explains contractions. "A contraction

means the same thing as the two words we put together, but it's shorter. Some contractions are formed by combining a verb with the word *not*." The teacher models combining verbs with *not*, taking away the */o/*, and placing an apostrophe in place of the missing */o/*. The teacher writes and displays *do* and *not*. Students guide the teacher in forming the contraction *don't*. Small groups of students write four or five sentences using contractions with *not*. Students take turns reading a sentence aloud but replacing the contraction with the two words used to form it.

- Students have opportunities to generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
  - In Unit 2, Week 2, Day 7, during the Spelling portion of the lesson, the teacher reviews words with short *o* and long *o* sounds. The teacher reads each sentence, repeats the review word, and asks students to write the word. Students trade papers with a partner to check their spelling.
- Students have opportunities to consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
  - In Unit 2, Week 2, Day 7, during the Expand Vocabulary portion of the lesson, the teacher models how to use a print dictionary to determine the meaning of an unknown word using guide words and alphabetical order to find the word. The teacher discusses how to read the pronunciation and definition. Partners look up an unknown word and read the definition to determine its meaning. The students write the definitions of the words in their writer's notebook.

#### CRITERION 10 - 1T

Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.

22/22

Wonders 2020 for Grade 2 provides explicit instruction in phonics, print concepts, text structure, and text features.

Throughout the course of the year, students have frequent opportunities to read on-level text with fluency and purpose. Students have multiple opportunities to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Anthology. Frequent opportunities are provided throughout the entire program to assess students' mastery of foundational skills and to progress monitor student growth. Support for differentiation of foundational skills is found throughout the program.

#### INDICATOR 10

Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relations, phonemic awareness, phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression with opportunities for application both in and out of context.

The materials reviewed for Grade 2 meet the criteria for materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (K-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.

Grade 2 materials provide opportunities for explicit instruction in phonics during the Word Work portions of the lessons. This includes teacher modeling, guided practice, and opportunities for students to practice the skills independently. Students are given ample opportunities to build, blend, and manipulate letters and sounds to make words. Within the Word Work part of lessons, explicit instruction is given in phoneme addition, deletion, and substitution.

Lessons and activities provide students opportunities to learn grade-level phonics skills while decoding words (e.g. distinguish long and short vowel sounds, apply spelling-sound relationship on common words, decode two-syllable words with long vowels). Examples include, but are not limited to:

- Students have opportunities to distinguish long and short vowels when reading regularly spelled one-syllable words.
  - In Unit 2, Week 1, Day 2, during the Phonics portion of the lesson, the teacher displays Word-Building Cards *n*, *o*, *t*, *e* and models how to generate and blend the sounds to say the word. The teacher says, "This is the letter *n*. It stands for /n/. This is the letter *o*. It can stand for /ō/. This is the letter *t*. It stands for /t/. The letter *e* is silent. Listen as I blend these sounds together: /nnnōōōt/. Let's read the word: *note*." The teacher continues to model how to blend words with *drop*, *clock*, *smoke*, *drove*, and *globe*. The teacher points out the silent *e* in the long-vowel words. The teacher repeats the routine with children with *block*, *cone*, *not*, *hope*, *stone*, *flop*, *top*, and *rode*. The teacher guides students and gives feedback until students can work on their own.
- Students have opportunities to know spelling-sound correspondences for additional common vowel teams.
  - In Unit 5, Week 4, Day 6, during the Phonics part of the lesson, the teacher displays the Straw Sound-Spelling Card. The teacher explains that the sound is /ô/ and /ô/ sound can be spelled with the letters *aw*. The Teacher repeats for /ô/ spelled *a*, *au*, *ough*, *al*, and *ough* using *ball*, *sauce*, *caught*, *talk*, and *thought*. The teacher has students practice connecting the letters *a*, *aw*, *au*, *ough*, *al*, *ough* to the /ô/ sound by writing them. Students independently practice words with variant vowel /ô/ using Practice Book page 396.
- Students have opportunities to decode regularly spelled two-syllable words with long vowels.
  - In Unit 6, Week 1, Day 3, during the Phonics portion of the lesson, the teacher says, "Let's listen to words that have two different syllable types." The teacher displays cards labeled Closed Syllable and Open Syllable and reviews examples of each syllable type. The teacher says, "I will write and say a word: *basic*. I'll point to the syllable I want to identify and hold up the correct card. When I say *basic*, I point to the first syllable, *ba*. The vowel sound is the last sound in the syllable, the long vowel /ā/. So *ba* is an open syllable. When I say *sic*, I hear the short vowel /i/; the syllable ends in a consonant. *Sic* is a closed syllable." The teacher repeats, contrasting the syllables within the words *unit*, *began*, *protest*, *spinal*. The teacher distributes



cards labeled Closed Syllable and Open Syllable. The teacher guides practice and gives corrective feedback to pairs as needed.

- Students have opportunities to decode words with common prefixes and suffixes.
  - In Unit 4, Week 1, Day 3, during the Structural Analysis portion of the lesson, the teacher writes the words *unkind*, *refill*, *distrust*, *peaceful*, and *sleepless*. The teacher points out that each of these words has either a prefix or a suffix. The teacher reviews that prefixes and suffixes are word parts that are added to root words to change the root words' meanings. The teacher points out and defines the prefixes in the first three words and points out and defines the suffixes in the last two words. The teacher helps the students blend the words *displease*, *resell*, *helpful*, *unreal*, and *shapeless* and asks students to identify each prefix or suffix and tell the meaning of each word.
- Students have opportunities to identify words with inconsistent but common spelling-sound correspondences.
  - In Unit 4, Week 3, Day 4, during the Phonics part of the lesson, the teacher explains that the /ôr/ sounds can be represented by the letters *or*, *ore*, and *oar*. The /är/ sounds can be represented by the letters *ar*. The teacher displays the Word-Building Cards *h*, *a*, *r*, *d*. The teacher and students blend the sounds together and read the word: /härd/, *hard*. The teacher changes the *d* to *m*. The teacher explains that they made the word *harm* and has students read the word together. Students use the Word-Building Cards to continue building with *harsh*, *harp*, *sharp*, *shark*, *stark*, *stork*, *store*, *shore*, *chores*, *tore*, *more*, *wore*, *rewore*, *worn*, *born*, *torch*, *porch*, and *pork*. Once students have built the words, the teacher dictates the words to students and they write the words on a piece of paper. Students can work with a partner to check their word lists for spelling.

Materials have a cohesive sequence of phonics instruction to build toward application. Examples include, but not limited to:

- In the Grade 2 Scope and Sequence, the Phonics focus is listed for each unit of study. The materials begin with short vowel review, blends and a short vowel, long vowel comparison. As the units progress, the materials move into *r*-controlled vowels. The units culminate with variant vowels and short vowel digraphs.
  - Unit 1: short *a*, short *i*, short *e*, short *o*, short *u*, two-letter blends (*r*-,*s*-,*t*-,*l*-) , short *a*, long *a\_e*, short *i*, long *i\_e*
  - Unit 2: short *o*, long *o\_e*, short *u*, long *u\_e*, words with soft *c* and soft *g*, three-letter blends (*scr*, *spr*, *str*, *thr*, *spl*, *shr*)
  - Unit 3: long *a* (*a*, *ai*, *ay*, *ea*, *ei*, *igh*, *ey*), long *i* (*i*, *y*, *igh*, *ie*), long *o* (*o*, *oa*, *ow*, *oe*), long *e*, (*e*, *ee*, *ea*, *ie*, *y*, *ey*, *e\_e*), long *u* (*u\_e*, *ue*, *u*, *ew*)
  - Unit 4, silent letters (*wr*, *kn*, *gn*, *mb*, *sc*), *r*-controlled vowels (*er*, *ir*, *ur*, *or*), *r*-controlled vowels (*or*, *ore*, *oar*, *ar*, *are*, *air*, *ear*, *ere*), diphthongs (*oy*, *oi*), variant vowels (*oo*, *u*, *u\_e*, *ew*, *ue*, *ui*), variant vowels (*oo*, *ou*, *u*), variant vowels (*a*, *aw*, *au*, *augh*, *al*, *ough*), short vowel digraphs (*ear*, *ou*, *y*)

#### INDICATOR 1P

Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (K-1), structures and features of text (1-2).

The materials reviewed for Grade 2 meet the criteria for materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, and directionality, and function (K-1), structures and features of text (1-2).

Grade 2 materials provide explicit instruction in print concepts, text structure, and text features to assist in comprehension of the text. Students are given ample opportunities to write letters and extend handwriting concepts. Within the Reading/Writing Companion lessons, explicit instruction is given in the words that authors use that allow the reader to determine the structure of the text which helps students' understanding of the text. Teachers develop anchor charts with and by students as a way to capture the information and use as a reference for future lessons.

Students have frequent and adequate opportunities to identify text structures (e.g. main idea and details, sequence of events, problem and solution, compare and contrast, cause and effect). Examples include, but are not limited to:

- In Unit 1, Week 2, Day 8, during the Reading/Writing Companion portion of the lesson, the teacher reads aloud the model chart on Reading/Writing Companion on page 29. The teacher and students discuss how one event leads to the next. The teacher says, "Since the back gate is open, Annie's puppy escapes. Because the puppy is gone, the parents have to look for the dog." The teacher asks students if it would make sense to begin the story with Gina holding the puppy. The teacher tells students that authors think carefully about how to order events. They often use sequence words to help readers follow the order. The teacher and students discuss the sequence words *first*, *next*, and *last* and students fill in these words on the chart. Student volunteers name the characters and the setting.
- In Unit 2, Week 3, Day 2, during the Reading/Writing Companion portion of the lesson, the teacher reads the first paragraph and asks students, "What problem does the boy have at the beginning of the story?" The teacher models a Think-Aloud: "I read in the first paragraph that the shepherd boy is not fond of his job. He wants something wonderful to happen and that nothing ever does. I also read, in the second paragraph, that the shepherd boy watches the clouds to stay busy. This makes me think that the shepherd boy is bored. That is his problem." Students share the text evidence that helps them identify the shepherd boy's problem.
- In Unit 2, Week 3, Day 3, during the Comprehension portion of the lesson, the teacher explains to students that stories have different elements. A character is a person or animal in a story. The setting is where and when the story takes place. The plot is the key events that happen in a story. Often, the plot includes a problem that the characters need to solve. The ending usually tells how the characters solved or tried to solve the problem. The teacher models how to identify the problem in the beginning of a story. Students work in pairs to identify steps the character takes to solve the problem and add them to the graphic organizer and then identify and record the solution.
- In Unit 4, Week 1, Day 2, during the Reading/Writing Companion portion of the lesson, the teacher tells the students that they can compare and contrast the events in a story.
- In Unit 6, Week 1, Day 1, during the Reading/Writing Companion portion of the lesson, the teacher conducts a Think-Aloud: "As I read, I find a problem: The boy is not sure if the book is worth the price to purchase. This is a problem because the boy is not sure if he should buy the book. I can look at the steps the boy takes to solve the problem. I see that the boy reads the back of the book

and thinks about the price. This is the first step the boy takes to solve the problem. What is the next step the boy takes to solve the problem?"

Materials include frequent and adequate lessons and activities about text features (e.g. title, byline, headings, table of contents, glossary, pictures, illustrations). Examples include, but are not limited to:

- In Unit 3, Week 1, Day 1, during the Reading/Writing Companion portion of the lesson, the teacher uses the Reading/Writing Companion on pages 6-7 and reads the first paragraph and the caption. The teacher guides students through finding information to answer questions in a caption.
- In Unit 3, Week 1, Day 2, during the Reading/Writing Companion portion of the lesson, the teacher models identifying and using the text features on page 6. The teacher points out the photograph of the people and explains that photographs help show who or what is described in the text. The teacher reads the caption aloud and explains that it gives more information about the photograph and helps readers better understand the text. Partners look at the photographs and caption on pages 4 and 5 of *Lighting Lives*.
- In Unit 3, Week 5, Day 2, during the Reading/Writing Companion portion of the lesson, the teacher models identifying and using the text features in *They've Got the Beat!* The teacher tells students that previewing text features can help them make predictions about what they will read. The teacher reminds students that a bar graph uses bars. The bars help readers compare numbers or amounts. Authors use bar graphs to compare information between groups. The teacher points out the bar graph and reads the title and labels. Students repeat after the teacher. The teacher asks, "What is the topic of this bar graph?" Student volunteers add this text feature and information about it to the expository text anchor chart.
- In Unit 5, Week 1, Day 2, during the Reading/Writing portion of the lesson, the teacher models identifying and using the text features on page 4 of *César Chávez*. The teacher points out the word *drought* on page 4 and explains that the author has put this word in bold print because it is important to help us understand the topic. The teacher tells students that scanning a text for bold words is one way they can quickly locate important information. The teacher then points out the timeline and reminds students that a timeline shows the dates of important events in the order in which they happened. The teacher asks, "Why did the author include a timeline in this biography?" The teacher uses the timeline to locate the important events that happened in César's life in 1942. Students add information to the biography anchor chart.

#### INDICATOR 1Q

Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

4/4

The materials reviewed for Grade 2 meet the criteria for instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity and sight-based recognition of high-frequency words. This includes reading fluency in oral reading beginning in mid-Grade 1 and through Grade 2.

Throughout the course of the year, students have frequent opportunities to purposefully read on-level

text during Shared Reading, where the teacher sets a purpose for reading and students return to the purpose during the reading discussion. Students are provided frequent opportunities to read text with fluency during Reader's Theater. The teacher first models reading the text with fluency for students and then students are provided multiple opportunities during the week to practice the text for their assigned role with fluency, including accuracy and rate. Students also have opportunities to read with fluency during Small Group instruction. During Word Work lessons, that are included in daily instruction, students have opportunities to read, spell, and write high-frequency words and words with inflectional endings.

Multiple opportunities are provided over the course of the year in core materials for students to purposefully read on-level text. Examples include, but are not limited to:

- Students have opportunities to read grade-level text with purpose and understanding.
  - In Unit 1, Week 1, Day 1, during Shared Reading, before students begin to read, the teacher asks them to think about the Essential Question. Students think about what they want to know about the story. They write their questions in the left column on page 2. As students read, they jot down interesting words and key details from the text.
  - In Unit 3, Week 1, Day 1, during Shared Reading, before students begin to read, the teacher asks students to think about the Essential Question and what they know about helping in a community, and then sets a purpose for reading. As students read, they use the left column of page 2 to note their questions, list interesting words they would like to learn, and identify key details from the text.
  - In Unit 6, Week 1, Day 1, during Shared Reading, before students begin to read, the teacher asks students to think about the Essential Question, what they know about money, and then sets a purpose for reading. As students read, they use the left column of page 2 to note their questions, list interesting words they would like to learn, and identify key details from the text.

Multiple opportunities are provided over the course of the year in core materials for students to demonstrate sufficient accuracy, rate, and expression in oral reading with on-level text and grade-level decodable words. Examples include, but are not limited to:

- Students have opportunities to read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - In Unit 2, Week 6, Day 1, during Reader's Theater, the teacher models reading the song as the children follow along in their scripts. The teacher models fluently reading the play, and reads each part emphasizing the appropriate intonation and expression. The teacher points out that Act I has several interjections, words usually added to the beginning of sentences to show feeling, such as *hey*, *yeah*, *well*, and *oh*. The teacher models how to read these words with expression. The teacher assigns roles. Each day, students practice their parts. The teacher pairs fluent readers with less fluent readers. The pairs echo read or choral read their parts. As needed, the teacher works with less fluent readers to mark pauses in their script using one slash for a short pause and two slashes for longer pauses. Throughout the week, students work on the Reader's Theater Workstation Activity Card 26. Once students have practiced reading their parts several times, they practice performing the script. The teacher reminds students to read the interjections with expression, showing how the character feels.

- In Unit 4, Week 6, Day 1, during Reader's Theater, the teacher models reading the play as students follow along in their scripts. As the teacher reads each part, the teacher states the name of each character, and reads the part emphasizing the appropriate phrasing and expression. The teacher assigns roles. The students practice their parts in the play. The teacher pairs fluent readers with less fluent readers. Pairs echo read or choral read their parts. The teacher works with less fluent readers to mark pauses in their scripts using one slash for a short pause and two slashes for longer pauses. Throughout the week, students work on the Reader's Theater Workstation Activity Card 26 for more practice. Once students have practiced reading their parts several times, they then practice performing the script. At the end of the week the students perform their play.
- In Unit 5, Week 1, Day 2, during Whole Group Fluency, *Cesar Chavez*, the teacher reminds children that reading with phrasing means grouping words together so the meaning of the text is clear. The teacher says to "remember to pay attention to punctuation marks as you read. They tell you where to pause. A comma tells you take a short pause, and end punctuation (a period or question mark) tells you take a longer pause. As we read and understand text, we can adjust our voices in response to the punctuation." The teacher reads a paragraph, emphasizing pauses signaled by commas and end punctuation. The teacher models reading with accuracy, good intonation, and at an appropriate rate and asks students what they noticed as the text was read with phrasing. The teacher has groups work together to practice reading with good phrasing. The teacher reminds students to read with accuracy, or to say all the words correctly, and to read with good phrasing, pausing in response to the punctuation. The teacher listens to the groups, providing corrective feedback as needed.
- Students have opportunities to practice and read irregularly spelled words. Examples include, but are not limited to:
  - In Unit 2, Week 1, Day 2, during Whole Group Decodable Reader, the teacher reviews with children the words with short o and long o: o\_e, as well as the high-frequency words that they will find in the decodable reader *At Home in Nome*. The teacher guides students to reread *At Home in Nome*. The teacher points out the high-frequency words and the words with short o and long o: o\_e. Reread the Book: On page 3, students point to each word, sounding out the decodable words and saying the high-frequency words quickly.
  - In Unit 3, Week 2, Day 6, during Decodable Reader, the teacher reviews the words and letter-sounds that students will find in the decodable reader. The teacher reviews the high-frequency words *also, apart, begin, either, hundred, over, places, those, which, and without* and reminds students that *i, y, igh, and ie* can stand for the /I/ sound. Students read the selection, "High in the Sky."
  - In Unit 4, Week 3, Day 4, during Decodable Reader, the teacher reviews the /ôr/ sound spelled *or, ore, and oar* and the /är/ sound spelled *ar*, as well as the high-frequency words *everyone, outside, people, and together* that children will find in the Decodable Reader. The teacher guides the students in rereading *Just for Fun!* and points out the high-frequency words and the words with /ôr/or, ore, oar and /är/ar. The class rereads the book and the students point to each word, sounding out the decodable words and saying the high-frequency words quickly. If students struggle sounding out words, the teacher models blending for them.
  - In Unit 5, Week 3, Day 1, during Decodable Reader, the teacher reviews the words and letter-sounds that students will find in the Decodable Reader. The teacher reminds students that the variant vowel /ü/ can be spelled *oo, u, u\_e, ew, ue, and ui* and that the variant vowel /u/ can be spelled *oo, ou, and u*. The teacher points to the title of the folktale and asks students to sound out each word with the teacher. The class begins to read the story, *Soon the North Wind Blew*. On page 24, students point to each word, sounding out decodable words and saying high-frequency words quickly. If students need support

reading decodable words, the teacher models blending.

- Students have opportunities to recognize and read grade-appropriate irregularly spelled words.
  - In Unit 2, Week 1, Day 1, during the Decodable Reader portion of the lesson, the students read the story, *At Home in Nome*. On page 2, the teacher asks students to point to each word, sounding out decodable words and saying high-frequency words quickly. If students need support reading decodable words, the teacher models blending for them. If students are having difficulty with high-frequency words, the teacher rereads the word in isolation and then in context. On Day 2, the students reread the Decodable Reader, *At Home in Nome*.
  - In Unit 2, Week 1, Day 3, during the Decodable Reader portion of the lesson, the teacher reviews the high-frequency words *family* and *school*. The teacher guides students as they read the selection,
  - *At Home in a Pond*. On page 8, students point to each word, sounding out the decodable words and saying the high-frequency words quickly. If students need support reading decodable words, the teacher models blending for them. If students are having difficulty with high-frequency words, the teacher rereads the word in isolation and then rereads the high-frequency word in context. On Day 4, the students reread *At Home in a Pond*.

### INDICATOR 1R

Materials, questions, and tasks provide systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

4/4

The materials reviewed for Grade 2 meet the criteria for materials, questions, and tasks providing systematic and explicit instruction in and practice of word recognition and analysis skills in a research-based progression in connected text and tasks.

Grade 2 materials provide students multiple opportunities to apply word analysis and word recognition skills to connected tasks through the use of decodable readers and the Literature Anthology. During the Shared Reading lessons, the teacher often models and points out current phonics skills that students are working on as well as model fluent reading. Decodable readers provide students with an opportunity to decode words with current and past phonics skills as well as high-frequency words. Students participate in a Shared Writing activity that allows them to apply phonics skills and high-frequency word practice. Students often respond to a prompt related to the text and complete these in their Reading/Writing Companion.

Materials support students' development to learn grade-level word recognition and analysis skills (e.g., apply spelling-sound relationship on common words, decode regularly spelled two-syllable words with long vowels, decode words with common prefixes and suffixes) in connected text and tasks. Examples include, but are not limited to:

- In Unit 1, Week 3, Day 1, during Word Work, the teacher displays Word-Building Cards *d, r, i, p*. The teacher says, "This is the letter *d*. It stands for /d/. This is the letter *r*. It stands for /r/. This is the letter *i*. It can stand for /i/. This is the letter *p*. It stands for /p/. Listen as I blend the sounds to say the word: /drrriip/, *drip*." The teacher continues by modeling the words *block, slick, sled*, and

trap and points out the two-letter blend in each word. The teacher displays the Phonics/Fluency Practice chart and reads each word in the first row, blending the sounds. For example, /sssliliip/, *slip*. Students blend each word with the teacher. The teacher prompts students to read the connected text, sounding out the decodable words and gives corrective feedback if students need further support.

- Do not slip on the grass.
- We will pick the crop.
- Trent went west on a trip.

The teacher begins to read the story *Spot and Fran*. On page 28, students point to each word, sounding out the decodable words and saying the high-frequency words quickly. If students need support reading decodable words, the teacher models blending for them.

- In Unit 2, Week 3, Day 2, during Word Work, the teacher reviews the words and letter-sounds that children will find in the Decodable Reader. The teacher reviews the high-frequency words *almost, buy, food, out, pull, saw, sky, straight, under, and wash* and also reviews with students that the letters *dge, ge, lge, nge* can stand for the /j/ sound and that the letter *c* can stand for the /s/ sound. The teacher points to the title of the selection and has students sound out each word. If students need support reading decodable words, the teacher models blending. If students are having difficulty with high-frequency words, the teacher rereads the word in isolation and then in context.
- In Unit 3, Week 3, Day 1, during Word Work, the teacher displays Word-Building Cards *s, o, a, p* and models how to blend the sounds: "This is the letter *s*. It stands for /s/. These are the letters *oa*. Together they stand for /ō/. This is the letter *p*. It stands for /p/. Listen as I blend these sounds together: /sssōōp/. The word is *soap*." The teacher continues modeling blending with the words *cold, low, and doe*. The teacher displays the Phonics/Fluency Practice chart and reads each word in the first row, blending the sounds. For example, say: /nnnōōō/. The word is *no*. Students blend each word with the teacher and prompts students to read the connected text, sounding out the decodable words.
  - Moe ate toast and oats.
  - The coach told Joan she made a goal!
  - Joe put on his coat to go out in the cold snow.

The teacher begins to read the story *Three Goats and a Troll*. On page 37, students point to each word, sounding out the decodable words and saying the high-frequency words quickly. If students need support reading decodable words, the teacher models blending.

- In Unit 4, Week 1, Day 1, the teacher models by writing the words *repack, unhappy, and disobey*. The teacher underlines the prefix in each word and explains that a prefix can be added to the beginning of a word to make a new word. The prefix *re-* means "again," the prefix *un-* means "not," and the prefix *dis-* means "opposite of." The teacher models how to define *repack, unhappy, and disobey*, based on each prefix and root word. The teacher uses the same procedure with the words *hopeful* and *spotless* to discuss the suffixes *-ful* (full of) and *-less* (without). Students write the following words: *useful, unmade, painless, disagree, rewrap*. Students identify each prefix or suffix and tell the meaning of each word.

Materials provide frequent opportunities to read irregularly spelled words in connected text and tasks.

Examples include, but are not limited to:

- In Unit 2, Week 1, Day 1, during Word Work, the teacher reviews words and letter-sounds that students will find in the Decodable Reader and reviews the high-frequency words *because, cold, family, friends, have, know, off, picture, school, and took*. The teacher reminds students that inflectional endings *-ed* and *-ing* can tell about actions now and in the past. The teacher points to the title of the story, and has students sound out each word together. The teacher asks, "What do you see in the picture? Why do you think the girl is waving to her friends in the school bus?" The teacher begins to read the story *At Home in Nome*. On page 2, students point to each word, sounding out decodable words and saying high-frequency words quickly. If students need support reading decodable words, the teacher models blending for them.
- In Unit 3, Week 3, Day 1, during Word Work, the teacher displays the High-Frequency Word Cards and uses the Read/Spell/Write routine for each word. The teacher points to and says the word *better*. The teacher says, "This is the word *better*. Say it with me: *better*. The word *better* is spelled *b-e-t-t-e-r*. Spell it with me. Let's write the word in the air as we say each letter: *b-e-t-t-e-r*." The teacher points out any irregularities in sound-spellings, such as the /ü/ sound spelled *o* in the word *who*. Partners create sentences using each word. Students identify the high-frequency words in connected text and blend the decodable words.
  - Joe is much better today.
  - A group of kids played tag.
  - Ken has a long bus ride.
  - May I have more grapes?
  - Only one fish is in the bowl.
  - It is our time to play ball.
  - The race has just started.
  - Joan has three gifts for us.
  - Who is on the phone?
  - I won't go without you.

The teacher begins to read the story *Three Goats and a Troll*. On page 37, students point to each word, sounding out the decodable words and saying the high-frequency words quickly. If students are having difficulty with high-frequency words, the teacher rereads the word in isolation and then in context.

- In Unit 5, Week 5, Day 1, during Word Work, students identify the high-frequency words in connected text and blend the decodable words.
  - I don't really need anything.
  - How many children are in a class?
  - Everybody likes that music.
  - Let's play ball instead of cards.
  - Write your name on the top of your paper.
  - Do you know which person is Dan?
  - Nya has a lovely singing voice.
  - We ate a whole watermelon!



- The woman rode her bike to work.
- Write some words on the card.

The teacher begins to read the selection, *Don't Dread Rules!* On page 46, students point to each word, sounding out decodable words and saying high-frequency words quickly. If students are having difficulty with high-frequency words, the teacher rereads the word in isolation and then in context.

Lessons and activities provide students many opportunities to learn grade-level word recognition and analysis skills while encoding (writing) in context and decoding words (reading) in connected text and tasks. Examples include, but are not limited to:

- In Unit 2, Week 4, Day 8, during Word Work, students identify the high-frequency words in connected text and blend the decodable words.
  - Does the baby look like me?
  - How early did we get here?
  - I went to see him eight times.
  - It isn't time for lunch yet.
  - Did you learn to sing it?
  - Seven is less than eight.
  - Did you start the game yet?
  - I know these are my pants.
  - Let's try to make a cake!
  - We can walk to school.

The teacher points out any irregularities in sound-spellings, such as the /ɪ/ sound spelled y in *try*. Students independently practice the high-frequency words using Practice Book page 144. The teacher adds the high-frequency words to the cumulative word bank. Partners create more sentences using the words.

- In Unit 5, Week 1, Day 1, during Structural Analysis, students are reminded that a plural noun names more than one person, place, or thing. The teacher explains that most nouns are made plural by adding -s or -es to the end. The teacher writes the sentences: *The child saw a mouse. The children saw mice.* The teacher points out that the nouns *child* and *mouse* are irregular. The words change spelling in the plural. The teacher explains that some nouns are the same in the singular. The students read these sentences: *I saw a fish and a deer at the park. I saw five fish and two deer at the park.* The teacher points out that the nouns *fish* and *deer* are the same whether they are singular or plural. For guided practice, the teacher writes the following words: *mice, child, men, mouse, man, foot, feet, children.* Students identify whether each noun is singular or plural. Then students use each word in a sentence.

#### INDICATOR IS

Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how

students performing below standard on these assessments will be supported.

4/4

The materials reviewed for Grade 2 meet the criteria for materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.

Instructional materials provide opportunities throughout the entire program on a weekly, monthly, and quarterly basis to assess students' mastery of foundational skills and to progress monitor student growth. Students are assessed at the end of each unit using a summative unit assessment of designated skills taught during that unit that include phonics, phonemic awareness, comprehension, and fluency. Teachers are provided with guidance on how to use the data from the assessment to provide flexible grouping and differentiated learning experiences. Teachers are instructed to use running records every four to six weeks to monitor students' word reading fluency and application of decoding skills. Teachers are also provided a detailed assessment guide that describes the purposes and uses of all assessments in the program that are available to determine student proficiency.

Multiple assessment opportunities are provided over the course of the year in core materials for students to demonstrate progress toward mastery and independence of foundational skills. Examples include, but are not limited to:

- In Placement and Diagnostic Assessment, page xvii, the materials explain that beyond the initial placement of students into the appropriate *Wonders* level of materials, students need to be tested periodically to determine whether they are progressing at grade-level or at a faster pace. The program suggests that teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks. A chart is provided for general testing scheduling guide.

Assessment materials provide teachers and students with information on students' current skills/level of understanding. Examples include, but are not limited to:

- In the Placement and Diagnostic Assessment, page xii and xiii, the materials explain how to group students based on student results for the Grade 2-3 Placement Assessments: Oral Reading Fluency Assessment, Reading Comprehension Tests, Sight Word Fluency Assessment (if applicable), Phonics Survey Subtests (if applicable). Students who score in the 50th percentile or higher on the Oral Reading Fluency Assessment AND 80% correct or higher on the Reading Comprehension Tests begin instruction with *Wonders* On Level materials. Students who score below the 50th percentile on the Oral Reading Fluency Assessment OR 60% to 79% correct on the Reading Comprehension Tests begin instruction with *Wonders* Approaching Level materials. For students who score below the 50th percentile on the Oral Reading Fluency Assessment AND 60% to 79% correct on the Reading Comprehension Tests begin instruction with *Wonders* Approaching Level materials. For further leveling clarification/confirmation, teachers administer the Phonics Survey Subtests to students who are struggling with decoding.

Otherwise, the teacher administers the Sight Word Fluency Assessment. Students who score 80% correct or higher on the majority of the Phonics Survey Subtests OR Less than 40 correct words on the Sight Word Fluency Assessment continue using the *Wonders* Approaching Level materials. Students scoring below 60% correct on the majority of the Phonics Survey Subtests OR Less than 40 correct words on the Sight Word Fluency Assessment require focused, intensive instruction. It is suggested to place students in *Wonders* Approaching Level materials and engage students using appropriate lessons from intervention materials. Students who score below 60% correct on the Reading Comprehension Tests require focused, intensive instruction. Students should be placed in *Wonders* Approaching Level materials and use intervention materials.

- In Unit 5, Week 6, Day 5, the teacher has the opportunity to administer additional assessments to gather data on students' progress using the following assessment tools and options:
  - Fluency: Conduct assessments individually using the differentiated passages in Fluency Assessment. Children's expected fluency goal for this Unit is 90-110 WCPM with an accuracy rate of 95% or higher.
  - Running Records: Use the instructional reading level determined by the calculations for regrouping decisions. Children at Level 20 or below should be provided reteaching on specific Comprehension skills.
  - ELL Assessment: Assess children's English language proficiency and track children's progress using the McGraw-Hill English Learner Benchmark Assessments. This resource draws from a variety of contexts to evaluate social and academic language proficiency. These assessments also can be used for placement to achieve an optimal learning experience for new children.

Materials support teachers with instructional adjustments to help students make progress toward mastery in foundational skills. Examples include, but are not limited to:

- In every unit, week, and day, materials include Small Group Differentiated Instruction lessons for students who are placed in Approaching Level, On Level, and Beyond Level for phonemic awareness, phonics, high-frequency words, and leveled reading.
- In Unit 1, Week 5, Day 5, under progress monitoring, teachers are provided a variety of online tools to analyze data and receive suggestions for reteaching and intervention. For example:
  - "Make data-based grouping decisions by using the following reports to verify assessment results. For additional support options for your students, refer to the reteaching and enrichment opportunities.
  - ONLINE ASSESSMENT CENTER
    - Item Analysis Report
    - Standards Analysis Report
  - DATA DASHBOARD
    - Recommendations Report
    - Activity Report
    - Skills Report
    - Progress Report"

#### INDICATOR 1T

Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills.

The materials reviewed for Grade 2 meet the criteria for materials, questions, and tasks providing high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

Instructional materials provide opportunities for the teacher to differentiate foundational skills lessons through the small group differentiated instruction for each unit, week, and lesson. Students are provided multiple opportunities throughout daily experiences to practice foundational skills and concepts learned throughout the whole group instruction and opportunities to apply learning during small group differentiated instruction. Foundational skills are differentiated with the leveled text selection for each group that include On Level, Approaching Level, Beyond Level, and ELL.

Materials provide high-quality learning lessons and activities for every student to reach mastery of foundational skills. Examples include, but are not limited to:

- In the Tier 2 Intervention Phonemic Awareness Teacher Edition, Lesson 103, the students participate in activities for final phoneme in a blend deletion. The teacher first explains that when you delete a phoneme at the end of a word you can end up with a new word. The teacher models breaking a word into its sounds and deleting the final phoneme and says the new word. If students struggle with identifying sounds, the teacher has the students put counters in each box to represent each sound and then take away the final counter to delete the final phoneme. The students practice deleting the final phoneme in words and identifying the new word. The students then practice applying this skill independently.
- In the Tier 2 Intervention Phonics/Word Study Teacher Edition, Lesson 87, the students participate in activities for r-controlled vowel /ar/, as in *star*. The teacher models identifying the /ar/ at the end of *star* and articulating it correctly for students. The teacher models blending words with /ar/, such as; *far, jar, art, hard*. The students and teacher practice blending words with /ar/ together. Then students practice applying this skill independently.
- In Unit 5, Week 4, Day 7, during Small Group Differentiated Instruction for Beyond Level readers for the leveled text *The Lost Kitten*, there is a section in the lesson called Differentiate and Collaborate that provides activities to do with the book beyond the lesson.
  - "Be Inspired: Have children think about *The Lost Kitten* and other selections they read. Ask, "What do the texts inspire you to do?" Use the following activities or have partners think of a way to respond to the texts.
  - Give a Speech: Have partners discuss the characteristics of a good citizen. Then have them write a speech explaining what it means to be a good citizen and telling children what they can do to be good citizens."

The students practice their speeches and then deliver them to the class.

- "Write a Letter: Have children think about people in their community who are good citizens. Have them write a thank-you letter to one of them for helping the community."

Materials provide guidance to teachers for scaffolding and adapting lessons and activities to support each student's needs. Examples include, but are not limited to:

- In Unit 1, Week 4, Day 8, during Whole Group Word Work, the teacher reviews adding *-ed* and *-ing* and reminds students that the use of *-ed* is to show something happened in the past and *-ing* is something happening now. The teacher explains that sometimes when *-ed* is at the end of a word, it makes the /t/ sound. The Approaching Level Group uses the Differentiated Passage to separate root words from endings to figure out the meanings of words. The On Level Group uses the Differentiated Passage, *A Bicycle Built for Two*, and students work with partners to use their knowledge of root words and endings to determine the meanings of the following words: *turned*, *oiled*, *climbed*. In the Beyond Level Group, students use the Differentiated Passage to find the meanings of various root words.
- In Unit 4, Week 3, Day 3, during Small Group Differentiated Instruction, students in each level read a leveled text called *Earthquakes*. Each group reads the leveled text with phrasing as a focus. In the Approaching Level Group, the teacher models reading the sentences on page 6, one at a time. Students chorally repeat. The teacher points out how to group words together as you read and pause between the groups of words. Students apply phrasing when they practice reading with a partner. In the On Level Group, the teacher models reading the sentences, one at a time. Students chorally repeat. The teacher points out how to pause after end punctuation and commas for correct phrasing. Students practice applying phrasing by repeated readings with a partner. The teacher provides feedback as needed. For students in the Beyond Level Group, the teacher models reading the first two paragraphs on page 2 with correct phrasing and reads the rest of the page, while the students read along. Students practice applying phrasing by reading the passage with a partner.

Students have multiple practice opportunities with each grade-level foundational skill component in order to reach mastery. Examples include, but are not limited to:

- In Unit 5, Week 4, Day 7, during Structural Analysis, the teacher models and reminds children that when they see a vowel team in a long word, such as *au* or *oy*, the letters that make up the team must stay together in the same syllable. This can help them decide how to divide up, or chunk, an unfamiliar word to figure out how to pronounce it. The teacher writes the word *awkward* and reads it aloud. The teacher draws a vertical line between the *k* and the *w* that follows it and reads each syllable. The teacher reminds students that each syllable has one vowel sound, and circles the letters that make each vowel sound. The teacher draws attention to *aw* and continues modeling with the word *eastern*. The teacher provides guided practice and additional practice with students by writing the following words: *raincoat*, *yellow*, *squawking*, *joyful*, *spoiling*. Students draw a line to divide each word into syllables and circle the vowel teams. Students independently practice vowel-team syllables using Practice Book page 398.
- In Unit 6, Week 1, Day 1, students in the Approaching, On Level, and Beyond Level Groups have multiple opportunities within the Whole Group and Differentiated parts of the lessons on Days 1-4 to practice and use the following words both in and out of context: *door*, *front*, *order*, *probably*, *remember*, *someone*, *tomorrow*, *what's*, *worry*, and *yesterday*.

## Gateway Two

### Building Knowledge with Texts, Vocabulary, and Tasks

### Meets Expectations

Texts are organized around genres studies focused on an essential question and topic. Sequences of

questions and tasks support students as they analyze both content and craft within and across texts. Questions and tasks invite students to demonstrate their knowledge of a topic through integrated (writing and speaking) tasks, including focused research topics. A cohesive, year-long plan supports grade-level writing, however vocabulary acquisition is limited and does not support the building of key academic vocabulary knowledge. The materials encourage and support a volume of independent reading, both in and out of class.

#### **CRITERION 2A - 2H**

Materials build knowledge through integrated reading, writing, speaking, listening, and language.

32/32

Texts are organized around genres studies focused on an essential question and topic. Sequences of questions and tasks support students as they analyze the content, language, key ideas, details, craft, and structure within and across texts. Questions and tasks throughout each unit support students and allow them to demonstrate their knowledge of a topic through integrated tasks. Limited opportunities are present for students to build key academic vocabulary knowledge. A year-long writing plan also supports students as they work toward grade-level proficiency. Students are engaged throughout the year in research projects that allow them to delve into a topic using multiple texts and source materials.

The materials promote and provide accountability for a volume of independent reading, both in and out of class.

#### **INDICATOR 2A**

Texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

4/4

The instructional materials reviewed for Grade 2 meet the criteria that texts are organized around a topic/topics to build student knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

Instructional materials provide students with the opportunity to build knowledge, vocabulary, and the ability to read complex texts throughout the school year around various topics. Students read texts around a topic and genre study every one to two weeks that help build knowledge. Each week's topic is supported by texts that connect to the topic and enrich student's abilities to gain knowledge and vocabulary from the topic. Students read texts about the same topic in their Literature Anthology, in

## **English Language Arts :: ELA\_2nd Grade Alignment Summary Part 2**

## Shared Reading, and in the Interactive Read-Aloud.

Texts are connected by a grade-level appropriate topic. Examples of these topics include, but are not limited to:

- In Unit 1, Week 5, students learn about families who work together and answer the essential question, “What happens when families work together?” Students read “Families Working Together” and “Why We Work,” which are *Time for Kids* articles in their Literature Anthology. The Shared Reading is “Families Work!” (*Time for Kids*). All three expository texts help students understand jobs that families can have in the community.
- In Unit 2, Week 1, students learn about baby animals and learn how offspring are like their parents. Texts that support this topic include the Literature Anthology stories *Baby Bears* by Bobbie Kalman, “From Caterpillar to Butterfly” (unknown author), and the Interactive Read-Aloud “Wild Animal Families” (unknown author). Students also engage in the Shared Reading text “Eagles and Eaglets” (unknown author).
- In Unit 3 Week 1, students learn about different ways to help in the community. The Shared Reading is “Lighting Lives” (unknown author), which is a nonfiction narrative about a woman helping people in communities get electricity by using solar power, and the Literature Anthology is *Biblioburro* by Jeanette Winter, about a man who brings his books into faraway hills to share with those who have none.
- In Unit 4, Week 3, students learn how the earth changes. Texts include the Shared Reading “Into the Sea” (unknown author) and the Interactive Read-Aloud “Earth Changes” (unknown author). Students also read the texts *Volcanoes* by Sandra Markle and “To the Rescue” (unknown author) in their Literature Anthology. All of these texts help students understand ways that the Earth changes.
- In Unit 5, Week 5, students learn about rules and read persuasive texts about the importance of recycling. Texts include the Shared Reading, “The Problem with Plastic Bags” (*Time for Kids*) and “A Call to Compost,” a *Time for Kids* article in the Literature Anthology.
- In Unit 6, Weeks 1 and 2, students learn about how we use money. In their Literature Anthology, students read *Money Madness* by David A. Adler and “King Midas and the Golden Touch.” For Shared Reading, students also read “Life of a Dollar Bill” (unknown author), which teaches students about how money is made and when it is replaced.

### INDICATOR 2B

Materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.

4/4

The instructional materials reviewed for Grade 2 meet the criteria that materials contain sets of coherently sequenced questions and tasks that require students to analyze the language (words/phrases), key ideas, details, craft, and structure of individual texts in order to make meaning and build understanding of texts and topics.



The materials provide opportunities for students to identify key ideas and details, analyze structure and craft in every unit. Students are given retelling cards to retell and answer questions for the Literature Big Book story. Students are introduced to the Strategy and the Skill that they will be working on throughout the week. These strategies and skills contain questions and tasks that helps students to make meaning and build understanding of texts and topics.

For most texts (read-aloud texts K-1 and anchor texts in Grade 2), students are asked to analyze words/phrases or author's word choice (according to grade level standards). Examples include, but not limited to:

- In Unit 2, Week 1, Day 2, Teacher Edition, Whole Group, Text Features, Diagrams and Labels, Reading/Writing Companion, Using the Shared Read, *Eagles and Eaglets* author unknown, the teacher models how to use the text features to make predictions and gather information. On page 11 of the Reading/Writing Companion, students use those text features (Diagram and Label) to gather information about eagles. This is used again when students read the anchor text and use diagrams and heading to help determine knowledge.
- In Unit 4, Week 1, Day 1, Teacher Edition, Whole Group, Shared Read, *Happy New Year* by author unknown, the teacher begins by having the students think about the Essential Question, "How are kids around the world different?" The teacher reads the second paragraph and asks the students, "Why does the girl say, 'We were surrounded by fun!'"? Students then use their Reading/Writing Companion, page 3, to list two details that tell why the girl made that statement. Continuing with the strategy of Visualize, in the Reading/Writing Companion, page 5, the teacher is asked to "Elicit how a balloon can hang in the air. Then ask: What words help you form a picture in your mind of the moon?" Students then circle words from the text that help them visualize the moon and then answer the question, "What lights up at night?"

For most texts (read-aloud texts K-1 and anchor texts Grade 2), students analyze key ideas and details, structure, and craft (according to grade-level standards). Examples include, but are not limited to:

- In Unit 1, Week 1, Day 1, Teacher Edition, Whole Group, Shared Read: Reading/Writing Companion, *Maria Celebrates Brazil*, the teacher models using text evidence to determine character and setting, using illustrations and text. The question on page 3 of Reading/Writing companion asks students to "Draw a box around the characters. Where are they?" On pages 12-13 of the Reading/Writing Companion, students are asked to complete a chart with the character, setting, and events from the places they marked in the text. Later on Day 3 (same unit and week), students are asked to use the same strategy to understand the anchor text *Big Red Lollipop* by Rukhsana Khan, and to use a graphic organizer.
- In Unit 2, Week 3, Day 1, Teacher Edition, Whole Group, Shared Read: Reading/Writing Companion, *The Boy Who Cried Wolf*, the teacher models using context clues to determine the meaning of the word *delicious*. Later in the Reading/Writing Companion, page 44-45, students revisit those vocabulary words that were highlighted in the text during the shared read and use antonyms and synonyms to help determine meaning. The task under "Expand Vocabulary," also on Day 1, returns to these same vocabulary

words within different sentences.

- In Unit 2, Week 5, Anchor Text, *Beetles* by Monica Shannon, after the students look at the illustrations on pages 156-159, the teacher asks, “What key details do we learn about beetles from the poem and illustrations?” Students are asked to read the prompt, “How do the poets arrange the lines to show different visual patterns in the poems?” Students are asked to talk with a partner about what else they may notice about the visual patterns in the poems. The students are asked to explain why they think the poets used these visual patterns.
- In Unit 3, Week 5, Teacher Edition, Shared Read, Reading and Writing Companion, *They’ve Got the Beat!* by author unknown, the teacher asks, “What word in the first sentence helps us to understand the meaning of the word *chorus*? What is a chorus?” After students read the first two paragraphs, the teacher asks, “Where is the chorus from?” The teacher then thinks aloud/models using text evidence. After modeling the teacher asks, “Where has the chorus traveled to sing?”
- In Unit 6, Week 5, Day 1-5, Teacher Edition, Whole Group, Shared Read, *The Ticket* by Constance Keremes, the teacher reads the first stanza of *The Ticket*, and asks, “What word does the speaker use to describe her ticket? Where can the ticket take her?” Students write the answers to the questions on Reading/Writing Companion page 61.

## INDICATOR 2C

Materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

4/4

The materials reviewed for Grade 2 meet the criteria that materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

The materials provide students the opportunity to engage in questioning and tasks that are text-based and build knowledge. Each text set centers around a topic and genre with questions and tasks that ask students to refer to the text to find information and support answers to questions in order to complete tasks. Questions and tasks require connected knowledge and ask students to connect ideas between multiple texts.

Most sets of coherent questions and tasks support students’ analysis of knowledge and ideas.

Materials provide guidance to teachers in supporting students’ literacy skills. Examples include, but are not limited to:

- In Unit 1, Week 5, students engage in the shared reading of “Families Work!” (no author), and are asked a series of questions to build knowledge, including, “Why do doctors like Ellen work long hours? What jobs does Steve do to make sure he is ready to fight a fire? If children can get sick at any time, what does that mean for doctors? Why is it important for firefighters to check their equipment?”
- In Unit 2, Week 1, students engage in the shared reading of “From Caterpillar to Butterfly” (no author), and are asked questions to build knowledge, such as, “Why is a chrysalis important in the butterfly’s life cycle? In the larva stage, what comes out of the egg? In the adult stage, what comes out of the chrysalis?”

- In Unit 4, Week 3, students engage in the shared reading of “Into the Sea” (no author), and are asked a series of questions to build knowledge. These include, “What is the biggest cause of erosion? What can happen when a cliff becomes weak? Why do some buildings get washed away when there is beach erosion?”
- In Unit 6, Week 1, students engage in a shared reading of “The Life of a Dollar Bill” (unknown author), and are asked a series of questions to build knowledge. “How does the girl receive and use the bill? Why does the man trade in the dollar bill for a new bill? Why does the U.S. Bureau of Engraving and Printing replace the old bill?”

Throughout the year, students integrate knowledge and ideas across texts throughout the week and at the end of the week. Examples include, but are not limited to:

- In Unit 2, Week 1, students are given the task of using text evidence to make connections between *Baby Bears* by Bobbie Kalman and “From Caterpillar to Butterfly” (unknown author), and a photograph on page 24 of the Reading/Writing Companion. Students identify how they are similar and different.
- In Unit 3, Week 5, students who are in the Approaching Level small group, compare the text “Musical Expression” (no author) with other selections from the unit. Students respond to the questions, “How do the authors help you understand how music can be used to show feelings? How do they show you that you can make music?” Students who are On Level make connections between “Talking Underwater” (unknown author) and “The Sound of Trash” by Susan Evento. All students also have the opportunity to make connections, as they are asked to make connections between the Ukiyo-e print on page 82 of the Reading/Writing Companion with the selections they have read in the unit.
- In Unit 4, Weeks 3 and 4, students make connections between a photo and caption on page 56 of the Reading/Writing Companion with the selections they have read in order to integrate knowledge. In small group instruction, students who are at Approaching Level make connections between the texts “Glaciers” (unknown author) and “Earthquakes” by Elizabeth Doering in order to build knowledge. Students do the same thing on a different day with the genre passage “Tsunamis” (unknown author).

## INDICATOR 2D

The questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic (or, for grades 6-8, a theme) through integrated skills (e.g. combination of reading, writing, speaking, listening).

4/4

The materials reviewed for Grade 2 meet the criteria that the questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic (or, for grades 6-8, a theme) through integrated skills (e.g. combination of reading, writing, speaking, listening).

Instructional materials provide students opportunities to complete culminating tasks that are related to the text they are reading. Culminating tasks integrate reading, writing, speaking and listening skills and provide opportunities for students to show their knowledge of a topic.

Culminating tasks are multifaceted, requiring students to demonstrate mastery of several different

standards (reading, writing, speaking, and listening) at the appropriate grade level. Examples include, but not limited to:

- In Unit 4, Weeks 1 and 2, students study how children around the world are different. For the culminating task, students make a chart about a celebration from another place. They use primary and secondary sources to include important details about the celebration. Sentence starters such as, “*My celebration is ...*” and “*What I want to know about the celebration*” are provided. Students discuss what sources they might use in their research. They think about which sources are primary and which are secondary sources.
- In Unit 4, Week 4, Research and Inquiry, students develop a research plan about the water cycle. Students review the research plan on page 71 of the Reading Writing Companion. The teacher models how to create a research plan. Partners write a list of questions about the water cycle to create a research plan. Students create a Two-Pocket Foldable to store their research plans and notes. The teacher reviews students’ research plans with them. Students create a water cycle diagram. The diagram includes labels and arrows to show the order of the cycle. Students spend the next two weeks on this project.
- In Unit 6, Week 2, Research and Inquiry, students create a flowchart that shows how people are producers and consumers. Students show how people earn and spend their money. Students are given the following guidelines, “Organize events in sequence, or in order. Make a drawing or use a photo to show each event. You may set up the events in a circle. This will show how money circulates, or passes from person to person in a cycle.”
- In Unit 6, Week 3, Research and Inquiry, students think about a plant they know about and write about its parts. Students work with a partner to “Research one type of plant. Record information about its parts. Find out how each part keeps the plant healthy.” Students create a diagram showing the information they collected.

## INDICATOR 2E

Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

4/4

The materials reviewed for Grade 2 meet the criteria that materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

Instructional materials provide opportunities for students to interact with and build key academic vocabulary words in and across texts. Academic vocabulary supports the text, but most of the time the academic vocabulary is related to the text structures and strategies. Guidance is provided to teachers in the form of videos, articles, and a handbook. The online weekly planner does not provide guidance for teachers to adequately develop academic vocabulary. Materials provide a vocabulary development component in the Tier 2 Intervention booklet.

Examples include, but are not limited to:

- In the Instructional Routine Handbook, page 77, teachers are guided through a 4-step routine that can be used throughout the

year to introduce vocabulary.

- Step 1: Introduce (Explain the vocabulary routine)
  - Teacher example, “Today we will learn new vocabulary words. I will say a vocabulary word, define it, and use it in a sentence. Then, I will ask you to use the word in a sentence. The more we practice using the new words, the better readers and writers we will be.”
- Step 2: Model (I Do): Define/Example/Ask
  - Teacher example, “I am going to say the vocabulary word so you can hear the correct pronunciation. Then I am going to define it, use it in a sentence.”
- Step 3: Guided Practice (We Do): Students are given opportunities to use and apply words.
  - Teacher example, “I am going to describe some things. If what I describe is an example of people cooperating, say cooperate. If it is not, do not say anything. • Two children setting the table for dinner • Two children grabbing the same book • Two children putting crayons back in the box.”
- Step 4: Independent Practice (You Do): ) “Individual turns allow you an opportunity to assess each student’s skill level and provide additional practice for those students who need it.” Near the end of each week, students should write sentences in their word study notebooks using the words.
- In Unit 1, Week 3, Teacher Edition, Vocabulary: Words in Context, the teacher uses the routines on the Visual Vocabulary Cards to introduce each word: *actions*, *afraid*, *depend*, *nervously*, *peered*, *perfectly*, *rescue*, and *secret*.
  - Actions are things someone or something does.
  - When you are *afraid*, you are scared of something.
  - When you *depend* on someone, you need or count on them.
  - When you act *nervously*, you act in a fearful or restless way.
  - *Peered* means looked hard or looked closely at something.
  - When something is done *perfectly*, it is done in the best possible way.
  - When you *rescue* something, you save it from danger.
  - A *secret* is something that is private or not known by many people.

The teacher explains root words, stating, “When children see an unknown word, they can look to see if it has a root word and an ending such as *-s*, *-es*, *-ed*, or *-ing*.” The teacher models how to figure out the meaning of the word *landed* on page 43 of the Reading Writing Companion. Students complete the Reading Writing Companion, pages 43-44, and respond in writing to questions about the words. Partners use root words to figure out the meanings of *peered*, *jumped*, and *flying* on pages 40, 41, and 42 of *Little Flap Learns to Fly*. Students separate the root words from the endings and use the word parts to determine word meanings.

- In Unit 2, Week 3, Words in Context, Visual Vocabulary Word Cards: *believe* is an example of one of the vocabulary words that is used also in the text, *The Boy Who Cried Wolf* by Author Unknown. “Nobody believes a person who tells lies.” From the text, *Wolf! Wolf!* by John Rocco, comes the example, “Those villagers won’t believe you, anyway.” In Unit 2, Week 3, the vocabulary words are reinforced by the students orally completing each of the cloze sentences to review the words. “*To win, you must\_\_\_\_\_ it is*

possible. (believe). In Writing, Unit 2 ,Week 3, students connect to writing by writing sentences in their writer's notebook using the target vocabulary. Students write sentences that provide context to show what the words mean.

- In Unit 3, Week 5, Teacher Edition, Day 1, Shared Read, *They've Got The Beat!*, in the Reading Writing Companion, pages 64-67, students are shown yellow highlighted words as they engage with the text. After reading, the teacher uses the visual vocabulary routine to go over the words in context.
  - *Cheered* means shouted with happiness or praise.
  - A *concert* is a performance by musicians or singers.
  - An *instrument* is a tool used to do or make something. Our *movements* are our ways of moving.
  - *Music* is the pleasing sounds made by a singer or musical instrument, such as a piano or guitar.
  - *Rhythm* is the repeating accents of sounds or movements to create a beat.
  - *Sounds* are noises that can be heard. When you understand something you know what it means.

Students then use the Reading Writing Companion, pages 68-69, to respond to questions in writing about the vocabulary words. Students engage in the Anchor Text, *Many Ways to Enjoy Music*. The vocabulary words appear in highlighted yellow in the text.

- In Unit 6 Week 3, Vocabulary, on Day 1, students work with the Oral vocabulary Define/Example/Ask routine for the words *dense*, *encircled*, *magnificent*, *stunned*, and *transform*. Next, students study different words in context using the visual vocabulary cards and the Define/Example/Ask routine for the words *appeared*, *crops*, *develop*, *edge*, *golden*, *rustled*, *shining*, *stages*. Students are also exposed to these words in their reading/writing workshop book on pages 40-41. The students talk with a partner about each word and answer the questions. On Day 2, students review the words. Students expand vocabulary by practicing adding or removing inflectional endings, prefixes, or suffixes to a base word to the end of the weekly vocabulary words. On Day 3, students reinforce weekly oral vocabulary cards by filling in the blanks with a vocabulary word from a clue. Afterwards students complete a fill in the blank sentence activity with the vocabulary words, "Do you think the toy is \_\_\_\_\_ten dollars? (*worth*)" On Day 4, students connect their vocabulary to their writing. The students write sentences in their notebook using the vocabulary to show what the word means through the context of the sentence. On Day 5, students expand their vocabulary with Word Squares, which is a vocabulary word written in one square, a definition of the word in another, an illustration, and a non-example like antonyms.

#### INDICATOR 2F

Materials include a cohesive, year-long plan to support students' increasing writing skills over the course of the school year, building students' writing ability to demonstrate proficiency at grade level at the end of the school year.

4/4

The materials reviewed for Grade 2 meet the criteria that materials contain a year-long, cohesive plan of writing instruction and tasks which support students in building and communicating substantive understanding of topics and texts.

Materials provide frequent opportunities for students to respond to writing prompts on a variety of texts. Scaffolded instruction is provided through a series of instructional supports like sentence

frames, class discussions and shared writing along with teacher think -alouds. The teacher guides children to respond to a prompt, using sentence frames as needed. In Independent Writing, students start by reviewing a student writing sample that includes the weekly writing skill. Students then respond independently to a new prompt, as they practice the skill.

Materials include writing instruction aligned to the standards for the grade level, and writing instruction spans the whole school year. Examples include, but are not limited to:

- In Unit 1, Week 5, Expository Text, Expert Model, Reading Writing Companion, the teacher reviews the features of an expository essay by creating an anchor chart:
  - It gives information about a topic, including facts and examples.
  - It may have text features, such as headings, photographs with captions, diagrams with labels, and charts.
  - It uses details to help explain ideas.
  - It has a clear ending, or conclusion.

Students are reminded that *Families Working Together* begins with a heading that asks a question. The teacher talks about how a specific heading helps readers think about what the text will be about. The teacher then models that the first three paragraphs read like the story of a typical day for Mary and her family.

- In Unit 3, Week 4, Research and Inquiry, Now and Then, students interview a teacher or older person at school about what their school life was like when they were a child. The students use pages 118–119 in the Reading Writing Companion after the teacher reviews the steps in the research process. The students choose a person and write some questions they would like to ask them about their school experiences. After asking the questions, the students write about what they learned from the person. Students choose how they are going to present their work. Suggestions are made for a digital recording or a poster.
- In Unit 4, Week 4, Day 6, Writing about the Anchor Text, after taking notes, students are instructed to use their notes to draft a piece. Students learn about topic/opening sentences, indicating that the first sentence should state their main idea, such as ‘The author uses a quote from someone who was there, descriptive language, and text features to help readers understand the power of a volcano’s eruption.’”
- In Unit 5, students write an opinion piece about whether composting should be a law or a choice after reading two arguments that the author shares about composting using their Reading Writing Companion. Students are also asked to reference, “What details did the author give to persuade you?”
- In Unit 6, students focus on a topic and strengthen their writing by revising, editing, and publishing their writing by using their Reading Writing Companion. Students analyze a student model of a research report and use the Literature Anthology, *Money Madness*, to study research reports and then write a research report about the ways people use banks. Students focus on the topic and strengthen their writing by revising their draft, page 29, with suggestions, such as “work on using long and short sentences.” Students later work with peers to conference about suggestions to revise their work, page 30. Students edit, proofread, publish and evaluate their work.

Writing instruction supports students’ growth in writing skills over the course of the school year.

Examples include, but are not limited to:

- In Unit 1 Week 4, Write to the Prompt, the teacher guides students to review their notes and plan their writing. The students reread the prompt, “Describe how where Pip lives affects what he does.” Students write a draft using evidence from the text and making inferences. Students are encouraged by the teacher to use supporting details from the text to tell more about Pam’s plan. Sentence frames are available if needed for the students to use. “*Before Pam’s plan, the girls \_\_\_\_\_. After Pam’s plan, the girls \_\_\_\_\_.*”
- In Unit 1, Week 5, Day 2, Respond to the Shared Read, teachers help students use sentence starters to stay focused on the prompt. Students may use the sentence starters in the Quick Tip on Reading/Writing Companion, page 74. The partners use the sentence starters to focus on how the author shows how families work and make choices about spending the money they earn.
- In Unit 2, Week 5, Independent Writing, Anchor Text, *Fun With Maps* by author unknown, students write about the anchor text using the prompts, “Why does the author show different kinds of maps? What does this help us to understand about maps?” Students look for clues in the text and maps and take notes in their writer’s notebook to respond to the prompt. Students write a response to the prompt as a draft, using evidence from the text. Sentence frames are available if needed for the students to use. Students work over three days to write the rough draft, proofread, revise, edit, publish, and evaluate their work.
- In Unit 4, Week 1, Reading Writing Companion, students use a model and revise their work using the skill of voice. Students are asked to use describing words to explain a character’s feelings.
- In Unit 5, Week 5, Shared Read, Respond to Reading, after students read the text, *The Problem with Plastic Bags* by author unknown, they respond in writing to the shared read. The teacher reads aloud the prompt, “How does the author persuade you to agree or disagree with a ban on plastic bags?” As students analyze the text, the teacher prompts them to locate evidence by saying, “Here the author states an opinion and then presents facts, examples, and a chart. Use these text features to determine if the author persuades you to agree or disagree.” Using the Reading Writing Companion, page 70, students use the text evidence to respond to the sentence starter.
- In Unit 6, Week 3, Anchor Text, Respond to Reading, Write About the Author Text, after reading the story, *The Contest of Athena and Poseidon* by Pamela Walker, students respond to the prompt, “How does the author use dialogue to help you understand why the citizens choose Athena as their patron?” Students reread the text to see how the author uses dialogue to help answer the prompt. Students use the provided sentence starter in their Reading Writing Companion, page 52, to respond to the prompt.

#### INDICATOR 2G

Materials include a progression of focused research projects to encourage students to develop knowledge in a given area by confronting and analyzing different aspects of a topic using multiple texts and source materials.

4/4

The materials reviewed for Grade 2 meet the criteria that materials include a progression of focused, shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.

Grade 2 materials provide opportunities for students to participate in research projects using a five-step research guidelines. The first step is to choose a topic; the second step is to write a question; the



third step is to find information; the fourth step is to draw and/or write about what they learned; and the final step is to present the research. Every two weeks beginning in Unit 1, Week 1, students are provided with one research and inquiry opportunity. The research projects help students further develop their knowledge and understanding of the topic addressed throughout the week. The teacher is provided with support and guidance in the Instructional Routines Handbook for how to present the research process to students. A scoring rubric is also provided to the teacher in the Instructional Routines Handbook.

In the Instructional Routines Handbook, teachers are provided information on how to guide students through the Research and Inquiry process. A sample rubric is also provided with a 4-point rating scale. The research process routine instructs the teacher to:

- Set research goals and introduce the project, as well as clearly identify the research focus and end product.
- Identify sources such as texts read in class, digital media, print sources and/or interviews with experts.
- Find and record information by guiding students as they search for relevant information from sources.
- Organize and help students review and analyze the information they have gathered. Students should identify the most useful information, use a graphic organizer to sort and clarify categories of related information, and identify any areas where they need further information.
- Synthesize and present research by planning how to best present their work. Students may include audio and/or visual displays to enhance presentations, check that key ideas are included in the presentation, and rehearse the presentation.

Research projects are sequenced across a school year to include a progression of research skills. Examples include, but are not limited to:

- In Unit 1, Week 1, students research the study skill of internet searches using keywords. The teacher explains key points about keyword searches. The teacher models how to conduct a search using keywords. The teacher then reviews the Reading/Writing Companion, and students think about how they can use keywords to learn about family celebrations in Brazil.
- In Unit 2, Weeks 3 and 4, students research the wolf food chain. With a partner, students read a paragraph about citing sources before researching wolves and what they eat. Students draw a food chain diagram and label it.
- In Unit 4, Weeks 3 and 4, students work with a partner to conduct research about how the Earth changes. Students conduct research and then complete a drawing with captions about how the Earth changes.
- In Unit 5, Week 5, students research recycling with a partner and create a recycling chart with the headings: paper, plastic, and metal. Students use sources to find information about what types of objects can be recycled in each section and they make a drawing of an object from the chart that can be recycled.
- In Unit 6, Weeks 1 and 2, the teacher explains that there are many ways to present information and the students discuss ways to share and present information. Then students conduct research to create a flowchart that shows where money comes from and where it goes, and how people earn and spend their money.

## INDICATOR 2H

Materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

4/4

The materials reviewed for Grade 2 meet the criteria that materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

Grade 2 materials provide opportunities for students to read independently in and out of class. The materials include routines for choosing a book, how to build classroom and school libraries, independent reading journals, and teacher and student conferences as well as rubrics. Many opportunities for independent reading and books for students to read independently are included within the reading class time. Materials include a School-to-Home letter each week that provides limited information for parents to have their children read.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, pages 109-127, teachers are provided with support on how to foster independent reading routines in the classroom. This section of the handbook gives routines for how to choose a book, how to build a classroom library, independent reading journals as well as teacher and student conferences. On page 112, a teacher-student conference routine is presented.
  - Make a positive observation about the student's reading or book choice. Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.
  - Talk about how the reading is going. Why did you choose this particular book or genre? Why did you abandon this book? How is your current book going? Are you using Thinking Codes and are they helping? What strategies are you using and what ones do you need help with? How are you solving problems as you read? Who is your favorite character and why? What is your favorite part so far and why?
  - Ask the student to read aloud for a minute or two. This will help you assess their accuracy, fluency, and comprehension.
  - Highlight a student strength. I really like the way you used context clues to figure out what that word means. And adding that word to your writer's notebook is a good idea.
  - Suggest a specific goal the student can work on. When you have an opinion, make sure to find text evidence to support it.
  - Record notes from your conference. Conference forms to use with the students are provided on pages 121 and 122.
- In the Instructional Routines Handbook, page 111, a six-step procedure is given to the teacher to guide students through the independent reading process. The handbook states, on page 110, that a second grade student should be reading for 10-20 minutes independently each day.
  - 1. Select a book that interests you. Check the book to make sure it's the one you want to read. See the Five Finger Rule on page 120 as one way to help students check how difficult a book is. See the Additional Strategies on pages 113-119 for more ways to help students choose a book.

- 2. Read the book each day during Independent Reading time. Use the skills and strategies you've been working on.
- 3. Think about what you're reading. You can use Thinking Codes to record your thoughts or write about them in your writer's notebook.
- 4. Record what you've read at the end of each Independent Reading session. Keep track on your Reading Log. There are many suggestions for keeping students accountable for their independent reading in the Additional Strategies section. Using a Reading Log is just one way.
- 5. Share your opinion of the book when you're done. Tell a friend, write a review, make a poster, or ask your teacher for ideas.
- 6. Begin again! Time to pick a new book!
- In the Instructional Routines Handbook, a Reading Log is provided. The log asks students to document the date they read a book, title, genre, their opinion of the book using three faces (smile, straight, sad faces), how hard the text was to read on a scale of C: Complex, E: Easy to me or JR: Just Right, and the final column asks students to put a check mark if they are still reading, an A if they abandoned the text, or an F if they finished.
- On the ConnectED Student Edition, there is a section labeled School-to-Home Link. Within this section, there are family letters for each week that support student comprehension and vocabulary with different activities. For example, the comprehension section states, "Your child will read a short story and then compare and contrast characters and settings." Also on this site, students have access to the leveled readers as well as additional student reads that include, articles, time for kids and readers theaters that they could read or have read to them. Lexile levels range for various texts.
- The School-to-Home Connection is a letter sent home with students each week. For example:
  - In Unit 2, Week 5, Resources: School to Home, Family Letter "Comprehension: Key Details Your child will read each sentence and circle the picture that shows one of the details from the sentences."
- In Unit 6, there is a unit bibliography for students to discover books outside of the classroom. It states, "use these and other classroom or library resources to ensure children are reading independently outside of class."

## Gateway Three Usability

### Meets Expectations

Materials design supports appropriate lesson structure and pacing and can be completed within a school year with a pace that allows for maximum understanding. Units provide adequate review and practice resources, including clearly defined and labeled materials and activities. Visual design enhances learning and does not provide unnecessary distractions. Most lessons, questions, tasks, and assessment items note the standards alignment however some ancillary resources do not indicate a standards alignment.

The Teacher Edition provides support for successful implementation including clear explanations and

examples as well as information on literacy concepts included in the materials and defines the instructional approaches of the program and the research-based strategies included. Limited support is present for the technology embedded in the program. There is not a clear explanation of the role of specific ELA standards within the program. Materials include support for stakeholder communications.

The program systematically and regularly assesses student progress, though materials include limited denotations of the standards being assessed. Routines and guidance for assessment are present, including support for interpreting assessment data and determine next steps for instruction. The materials provide accountability measures to support students as they engage in independent reading self-selected texts.

The program provides strategies and support for all learners, including English language learners, students with disabilities, and students who are performing above grade level. A variety of grouping strategies are provided

Digital materials can be used on multiple platforms and browsers. Technology is used appropriately to support student learning and foregrounds supports that provide a deeper understanding of the texts and text evidence they encounter in lessons. Opportunities for personalization/customization and teacher to student and student to student collaboration are available digitally, including customization for local use.

### **CRITERION 3A - 3E**

Materials are well designed and take into account effective lesson structure and pacing.

7/8

Materials design supports appropriate lesson structure and pacing. The program can be completed within the confines of a typical school year and the pace allows for maximum student understanding. The units provide adequate review and practice resources, including clearly defined and labeled materials and activities. The visual design of the materials enhances learning and does not provide unnecessary distractions. Most lessons, questions, tasks, and assessment items note the standards alignment however some ancillary resources do not indicate a standards alignment.

### **INDICATOR 3A**

Materials are well-designed and take into account effective lesson structure and pacing.

2/2

The materials reviewed for Grade 2 meet the criteria that materials are well-designed and take into

account effective lesson structure and pacing.

Grade 2 materials are designed to immerse students in all areas of the standards and provide explicit lesson structure with embedded teacher direction as well as recommendations for supporting all learners. There are six units in Second Grade, and each unit contains a Unit Overview which supports the teacher as they plan for instruction. Each unit instructs the teacher throughout each lesson on its implementation before, during and after the readings and activities, as well as recommendations for scaffolded support. At the beginning of each unit there is a Unit Introduction followed by a weekly overview that maps out the daily content being covered. Pacing for each lesson is appropriately allocated.

Examples include, but are not limited to:

- The materials contain daily opportunities for whole group and small group instruction. The materials for each week contain a daily routine consisting of Introduce the Concept, which includes the Opener, which discusses the essential question. A social-emotional skill is taught on Day 1; then, the essential question is introduced. Small group learning takes place daily and includes a focus on skills within the leveled reader along with phonics instruction, phonemic awareness, and high frequency words. The materials contain a weekly planner which outlines the various skills for the week. Each day is clearly listed and contains lesson plans with directions and materials needed for the lesson within a Lesson Resource box. Routines are listed within the Instructional Routines Handbook and contain an explanation and recommendations for carrying out research-based practices.
- In Unit 6, Week 3, the Essential Question is, “What do myths help us understand?” A unit introduction is provided for students to develop an understanding of the content they will be learning. A Making Learning Visible page shows the texts students read. There are subsections listed for Active Engagement and Student Outcomes that show what students will be learning in each area of focus. An explicit systematic instruction for word work is provided that includes a Daily Review to review prior sound-spellings to build fluency. After each day’s lessons, the teacher checks that students are on track and ready to move forward. Teachers can follow up with either differentiated instruction to strengthen skills or provide targeted review and reteaching lessons to meet students’ specific needs. ELL support is provided in all lessons. A suggested lesson plan is provided for a five-day span and includes small group instruction, Beyond Level, ELL, as well as social-emotional learning. Each lesson and objective is stated; academic language is listed and digital tools are provided. Teacher modeling is evident throughout each lesson.

The pacing of individual lessons is appropriate. Each day has several parts to the lesson, which also have approximate time indications. Examples include, but are not limited to:

- In Unit 3, Week 3, Day 2
  - Vocabulary/Reread Reading & Writing Companion: 10 minutes
  - Text Features/Point of View Reading and Writing Companion: 10 minutes
  - Comprehension/Sequence Reading and Writing Companion: 10 minutes
  - Comprehension/Craft and Structure Reading and Writing Companion: 10 minutes
  - Respond to Reading/Write about the Shared Read Reading and Writing Companion: 10 minutes

- Fluency/Intonation Reading and Writing Companion: 10 minutes
- Study Skill/Develop a Research Plan Reading and Writing Companion: 10 Minutes
- Grammar, Spelling, Expand Vocabulary: No time indication
- Word Work/Phonemic Awareness: 5 minutes
- Word Work/Phonics: 5 minutes
- Word Work/Phonics: 5 minutes
- Word Work/Structural Analysis: 5 minutes
- In Unit 4, Week 1
  - Introduce the Concept: Talk about it: 5 minutes
  - Oral Vocabulary: 10 minutes
  - Listening Comprehension: Introduce the Genre: 10 minutes
  - Shared Read: Vocabulary: Words in Context: 10 minutes
  - Synonyms: 10 minutes
  - Comprehension Strategy: Summarize: 10 minutes
  - Text Features: Bold Print and Timeline: 10 minutes
  - Comprehension Skill: Sequence: 10 minutes
  - Comprehension: Craft and Structure: 10 minutes
  - Respond to Reading: Write about the Shared Read: 10 minutes
  - Fluency: Phrasing: 10 minutes
  - Study Skill: Paraphrase: 10 minutes within 105 minutes of literacy instruction.

### INDICATOR 3B

The teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

2/2

The materials reviewed for Grade 2 meet the criteria that the teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

Grade 2 materials include six units in the Second Grade resource. Units range from 30 to 40 instructional days, with a total of 215 instructional days. Review, Extend, and Assess are also included in these instructional days.

The suggested amount of time and expectations for teachers and students to complete the materials are viable for one school year as written and would not require significant modifications. Examples include, but are not limited to:

- Each unit comes with the flexibility for the teacher to choose what they are teaching and when they are teaching. Teachers can adjust lessons as needed. These lessons are intended to be completed daily including reading, writing and small group instruction if

the teacher chooses.

- The *Wonders* User Guide notes that “student and teacher choice are at the heart of *Wonders*. *Wonders* was designed to support you and your entire classroom as you teach your way—whether you follow our suggested pathway of instruction or create your own workshop lessons using our resources.”

### INDICATOR 3C

The student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (e.g., visuals, maps, etc.).

2/2

The materials reviewed for Grade 2 meet the criteria that the student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (eg. visuals, maps, etc.)

Grade 2 materials offer students opportunities to demonstrate thinking and learning through a variety of tasks such as graphic organizers, citing text evidence and interacting with the text, rereading various text selections, collaborating with partners and completing the research and inquiry process. Students demonstrate knowledge of content through writing, listening and speaking. The student materials for each unit are clearly labeled and provide clear directions for each activity.

Student materials include ample review and practice resources. Examples include, but are not limited to:

- In Unit 1, Week 1, Practice Book, students complete the practice page vocabulary review of the words *share*, *aside*, *culture*, *plead*, *invited*. Students fill in the sentences with the correct vocabulary word.
- In Unit 3, *Starry Night*, students practice finding text evidence by marking the text with circles for pronouns, underlining events, and drawing a box around details. Side note boxes remind students of the essential question and to look for author's craft. Students mark up the text for compound words, sequencing, and text evidence. The sidebar Fluency box reminds students to raise their voice when reading a question. Students continue to mark up the text for text evidence and sidebars remind students about sequencing and author's craft. A few lines give students a small amount of space to answer questions.
- In Unit 4 Week 3, Literature Anthology, *Volcanoes* by Sandra Markle, Note Taking, use the Graphic Organizer, the materials tell the teacher to “Remind children to take notes. Guide children to fill in Cause and Effect Graphic Organizer 13 as they read. Have them record causes and effects they find in the text.”

Student materials include clear directions and explanations, and reference aids are correctly labeled. Examples include, but are not limited to:

- In Unit 1, Week 2, Practice Book, students complete the practice page. Directions include, “Circle the word that names each picture. Read each word. Write a word from the box that rhymes.”
- In Unit 4, Paired Selection, students talk about how the author organizes the selection and complete a graphic organizer citing

text evidence. Students then complete the following sentence starter: “*The author organizes the selection...*” The Quick tip box encourages students to focus on the headline and photo for help.

- In Unit 6, Reading/Writing Companion, Vocabulary: Shared Read, students are asked to “Use the sentences to talk with a partner about each word. Then answer the questions.” Students are shown red, bolded vocabulary words, a sentence with the vocabulary word highlighted, and a question about the word.

### INDICATOR 3D

Materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

1/2

The materials reviewed for Grade 2 partially meet the criteria that materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

Grade 2 materials provide Common Core State Standards alignment documentation in the Teacher Edition under Plan: Weekly Standard. Standards are noted for each lesson and are linked to the lesson. The Assessment and Data tab in the online materials lists several printable resources; however, under the Standards tab, it indicates “no standards associated with this resource.”

Alignment documentation is provided for all questions, tasks, and assessment items within the Teacher Edition. Examples include, but are not limited to:

- In Unit 4, Week 3, students reread parts of “Into the Sea” by Unknown, to analyze the techniques the author used in writing the selection. The Standards tab lists the following standards:
  - RI.2.5 - “Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.”
  - RI.2.6 - “Identify the main purpose of a text, including what the author wants to answer, explain, or describe.”
  - RI.2.8 - “Describe how reasons support specific points the author makes in a text.”
- Unit 4, Week 1, Day 1;
  - Introduce the Concept/Talk About It: SL.2.1a, SL.2.1b, SL.2.3
  - Oral Vocabulary: SL.2.3, L.2.6
  - Listening Comprehension: RL.2.2, SL.2.2
  - Shared Read/Reading & Writing Companion: RL.2.1, RL.2.7
  - Vocabulary/Words in Context: L.2.4a, L.2.5
  - Vocabulary/Similes: L.2.4a
  - Grammar/Practice Book: L.2.1d, L.2.2b
  - Grammar/Practice Book: L.2.1d, L.2.2b
  - Spelling/Practice Book: RF.2.3e, L.2.2d
  - Expand Vocabulary/Practice Book: L.2.4a, L.2.4b, L.2.4c, L.2.4e



- Work Work/Phonemic Awareness: No standards associated
- Work Work/Phonics: RF.2.3
- Work Work/Structural Analysis: RF.2.3d
- Word Work/High Frequency Words: RF.2.3f
- Word Work/Decodable Reader: RF.2.3f, RF.2.4a
- Word Work/ Handwriting: No standards associated
- In Unit 6, Week 3, the lesson objectives are listed at the top left of each lesson. The following objective is stated, “Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy.*)” The Common Core State Standards were not listed next to the lesson objectives.
- Each day also contains the standards relating to the material in a drop-down menu on the right-hand side of the lesson titled, “STANDARDS.”

### INDICATOR 3E

The visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

The materials reviewed for Grade 2 meet the criteria that the visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Grade 2 materials contain many visual aids to support student learning, including graphic organizers, response sheets, and real images that accompany the text related to the content in each unit. Illustrations and clip art in the Reading/Writing Companion are uncomplicated and appealing to the eye. The design of the materials is simple and visually appealing to a Grade 2 student. The font, margins, and spacing provided for student work areas are also appropriate.

The materials include, but are not limited to:

- Information on each page of the Reading/Writing Companion is clear and consistent.
- Enough space is provided for students to draw and write responses effectively.
- Students pages are labeled clearly allowing students to easily follow a teacher’s direction.
- The fonts and margins are reasonable.
- Anchor charts describing procedures and protocols are clear and easily understandable for students to refer back to throughout the year.
- Units are comprised of materials that display a simple blue design and include adequate space. The font, size, margins, and spacing are consistent and readable.

**CRITERION 3F - 3J**

Materials support teacher learning and understanding of the Standards.

6/8

Overall, the Teacher Edition included with the materials provide good annotations and suggestions for successful implementation, however minimal support is provided to assist with the implementation of embedded technology. The Teacher Edition provides clear explanations and examples to support the teacher, including explanations and additional information to deepen the teacher's understanding of literacy concepts included in the materials as well as to define the instructional approaches of the program and the research-based strategies included. While pieces of the program provide documentation of their alignment to the standards, there is not a clear explanation of the role of specific ELA standards within the program. Materials include strategies for informing and involving stakeholders, including families, of the student's progress and ways to support their learning at home.

**INDICATOR 3F**

Materials contain a teacher's edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

1/2

The materials reviewed for Grade 2 partially meet the criteria that materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning..

Grade 2 materials provides clear annotations for teachers on how to present content to students. For each unit, an overview is provided for the teacher. A student outcome page that displays what the students will be learning is also present. Throughout the lessons, italicized questions and explanations are included to support teachers in how to present materials to both support and challenge students, including ELL students. Each unit also includes Approaching Level, On Level, and Beyond Level differentiated instruction. During Research and Inquiry, the teacher models the task; however, some statements provided are vague and do not provide enough guidance to teachers. There is minimal guidance and support for the use of embedded technology.

Content knowledge is included, where needed, and is accurate, understandable, and gives true assistance to all educators using the text. Examples include, but are not limited to:

- A model for an anchor chart is provided for teacher's use in the classroom.

- An explicit systematic instruction chart is also provided that guides teachers through the word work process. The Teacher Edition suggests to do a "daily review to review prior sound-spellings to build fluency. After each day's lessons, check that children are on track and ready to move forward. Follow up with Differentiated Instruction to strengthen skills, provide targeted review and reteaching lessons to meet children's specific needs."
- Next steps are also shown that help guide the teacher in making informed decisions.
- Grade 2, Resources Tab, Professional Development link, Overview: Filter Instructional Routines and Assessment: *Managing Small Groups: A How to Guide and Instructional Routines Handbook*, provides information to teachers about how to structure lessons in a differentiated classroom.
- In Unit 1, Week 3, Essential Question, the teacher is guided to display the online Student Learning Goals for this genre study. The teacher then reads the key concept: Friends Help Friends. "Tell children that they will read fiction texts that tell about how friends help each other. Have children think about friendships they have. Lead them to discuss how friends depend on one another and how their actions can demonstrate friendship." The teacher continues to discuss friends depending on each other with guided prompts. Then the teacher models how to use the graphic organizer on page 37 of the Reading/Writing Companion to document ways friends depend on each other. The students add their ideas to complete the graphic organizer.
- In Unit 2, the text on T35 suggests, "Use your online rubric to record student progress. Can children figure out which meaning of *hatch* the author used?"
- In Unit 5, Week 3, the Teacher Edition states that teachers should remind children of the key characteristics of realistic fiction such as, "Realistic fiction has a setting that could be a real place and a plot that is believable."

There is minimal guidance and support for the use of embedded technology. Examples include, but are not limited to:

- The Digital Quick Start Guide gives teachers assistance on how to get started using the digital tools provided by *Wonders*.
- In Unit 6 Week 5, Research and Inquiry, the materials suggest the use of technology. "Work with a partner to research an author or an artist from your state. Choose one of this person's poems, stories, songs, or pieces of art to share. Use audio or visuals to help you express your ideas," but it does not give any other information to support the use of technology to enhance student learning. The Reading/Writing Companion, Research and Inquiry, contains references to the use of technology. such as, "Research audio and visuals you can use," but it does not provide further guidance or support for the technology. Games and activities are provided on the Student Edition site, but no link from the Teacher Edition is provided.

### INDICATOR 3G

Materials contain a teacher's edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

2/2

The materials reviewed for Grade 2 meets the criteria that materials contain a teacher edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

Grade 2 materials provide detailed explanations for each instructional lesson for the teacher to explain to the student, including information on the lesson's purpose. Each unit of the Teacher Guide also contains alignments to the Common Core State Standards. The User Guide and Instructional Routines Handbook, which are separate items located in the Teacher Resource Library, are designed to provide guidance on the delivery of the Reading Curriculum and serve as a resource to build professional knowledge in the areas of research-based best practices. Training videos for different instructional routines, including coaching conversations and examples from the classroom, are also included in the teacher materials. Teachers can access information on a variety of topics, such as writing, access to complex text, and foundational skills.

More advanced concepts are consistently explained and will improve a teacher's deeper understanding of the content. Examples include, but are not limited to:

- In the Research-Based Alignment, executive functioning is explained. "Executive function, typically defined as the category of cognitive processes devoted to monitoring behavior, shifting attention, planning, organizing, and completing goals, has been shown to be closely related to reading comprehension."
- The Language Transfers Handbook provides knowledge about the reasons ELL students have difficulty with English sounds and grammar. It includes information about cognate knowledge and how it affects reading comprehension.
- Grade 2, Resources Tab, Professional Development link, tab: Author & Coach Videos, Filters provided: Foundational Skills, Close Reading, Access to Complex Text,
  - Under the filtered options for Foundational Skills are videos like "Multi-syllabic Word Routine." Through a coaching video, teachers learn how to teach students how to decode multi-syllabic words.
  - Under the filtered options for Foundational Skills are videos such as "Decodable Text Routine: First Read." Through a coaching video, teachers learn how to teach students how to decode texts with the first and second reading.
  - Under the filtered options for writing are videos such as "Shared Writing vs. Interactive Writing."
- In the User Guide, beginning on page 6, teachers are provided information on an instructional approach used within the program, Balanced Literacy Classroom: What Does It Look and Sound Like? This information also includes 21st Century College- and Career-Ready Inspired Shifts in Balanced Literacy.
- In the User Guide, on page 16, teachers are provided with guidance on Guided Reading Instruction. This information informs teachers as to what guided reading looks like and what happens before, during and after reading.
- In the User Guide, on page 26, close reading information is provided. Information detailing the importance of identifying a purpose for reading, determining the author's purpose, and schema and considerations for developing a close reading process is provided.
- In the User Guide, on page 37, the concept of rereading is explained, "When one's schema on a topic has significant gaps, the reader must devote cognitive resources to constructing a mental model on which to attach this new information (Kintsch & van Dijk, 1978). "A chief way you accomplish this is by rereading. You slow down your pace, review a previous passage, and look back to the text in order to find information."
- In the Instructional Routines Handbook, beginning on page 19, several routines, such as collaborative conversations, are explained

and established.

Explanations are accessible to all educators. Examples include, but are not limited to:

- The Resource Library provides in each unit provides resources that explain more advanced concepts. For example, there are videos on setting up a balanced literacy classroom.
- Videos are available to all teachers who have access to online materials under the professional development tab. The videos are short and easily viewed, although the videos do not appear to have a closed captioned version.

### INDICATOR 3H

Materials contain a teacher's edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

1/2

The materials reviewed for Grade 2 partially meet the criteria that materials contain a teacher edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

Grade 2 materials provide references to the standards and lists where to locate the standards within the curriculum. However, the role of the specific standards in ELA are not provided in the context of the overall curriculum. Standards are addressed in the Weekly Standards section with links to corresponding lessons. A Research-Based Alignment Handbook is also provided and details a summary of key research and demonstration of program alignment to the standards.

Limited explanations of the role of the specific course-level content in the context of the overall materials are offered in each unit. Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 7, the *Wonders* curriculum is “built around the new standards.” References to the standards are located in the *Wonders* CCSS Correlation pdf and then within the Weekly Standards tab located under the Plan tab online in the Teacher Edition.
- The *Wonders* CCSS Correlation pdf contains each grade level, the CCSS code, the CCSS, and the *Wonders* Page References which provides the location of where the standard can be found within the curriculum.
- In Unit 6, Week 5, L.2.1, “Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.” [14 lessons] ) For each lesson, a Standard tab is located on the right-hand side of the page. When selected, it provides no explanation except a listing of the CCSS.

Explanations provide connections among multiple course levels. Examples include, but are not limited to:

- In the Research Based Alignment Handbook, the writing recommendation is, “Encourage students to engage in writing activities as a way to demonstrate an understanding of text.” In grades 2-6, through the comprehension mini-lesson on Day 2 of the instructional plan, teachers model how to reread the Shared Read in the Reading/Writing Companion for a specific purpose,

aligned with the grade's reading standards. Students write to fill in a graphic organizer, using evidence from the text. As they read the weekly selections from the Literature Anthology on Day 3, students are asked to take notes in a graphic organizer. This writing opportunity has students apply what was modeled in the mini-lesson from Day 2. The Respond to the Text at the end of each Literature Anthology selection provides text-dependent questions for students to answer. Students can respond in class or partner discussions in tandem with writing their responses. Instruction is provided in the Teacher Edition to teach students how to go back into the text to find evidence to support their responses. On Day 8, students work in pairs to compare weekly texts they have read, write notes, and then share their notes with other pairs. Also, on Day 8, the Research and Inquiry project asks students to use information they have learned from their research to help them present their final project.

### INDICATOR 3I

Materials contain explanations of the instructional approaches of the program and identification of the research-based strategies.

2/2

The materials reviewed for Grade 2 meet the criteria that materials contain an explanation of the instructional approaches of the program and identification of the research-based strategies.

Grade 2 materials provide a User Guide that discusses the research behind a balanced literacy approach, guided reading instruction, vocabulary and foundational skills, social-emotional learning, and writing. The Instructional Routines Handbook explains more about the research behind the curriculum, as well as modeling routines, collaborative conversations, word work, reading, writing and grammar, and research and inquiry. This handbook also explains the educational approaches and routines for English Language Learners.

Explanations of the instructional approaches and research-based strategies of the program are provided. Examples include, but not limited to:

- Instructional Routines Handbook, page 3, the I Do, We Do, You Do, Routine is shown. "I Do: This is where you explain and model to your students what it is they are learning to do. We Do: In this step, you and your students work together and share the instruction. Students get to practice while you guide and teach. You Do I Watch: After students have had the chance to practice with you, it's time for them to practice on their own. This is where you observe and offer corrective feedback as students collaborate and practice. You Do It Alone: After modeling, showing, guiding, and allowing them to practice, it's time for your students to work independently."
- An article, "Writing from Sources" by Douglas Fisher, explains the research behind writing from sources and the steps for how teachers can teach writing from sources. It also discusses the writing process and the connection to college and career readiness.
- The User Guide, page 4, provides the research behind independent reading. "Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control. Readers without power to make their own choices are unmotivated."
- The User Guide, "Guided Reading Instruction" by Kathy Rhea Bumgardner, M. Ed., discusses what guided reading is and how to

prepare and teach guided reading. Research-based approaches, such as scaffolding are referenced. “The term ‘scaffold,’ as applied to learning situations by Wood, Bruner, and Ross (1976), refers to a framework and process by which teachers use support strategies to help students complete tasks they are unable to do independently at their current stage of learning.” References are listed at the close of this article.

- Resources Tab, Professional Development link, Filter: Research Base and Link to Whitepapers, includes documents that provide an explanation of the link between research and the program.

### INDICATOR 3J

Materials contain strategies for informing all stakeholders, including students, parents, or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

The materials reviewed for Grade 2 meet the criteria that materials contain strategies for informing all stakeholders, including students, parents or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Grade 2 materials provide a Take Home Letter each week that reinforces the main lesson objectives, vocabulary, and content knowledge. Family Letters are available in several languages: English, Spanish, Arabic, Chinese, Hmong, Korean, Tagalog, Urdu, and Vietnamese. The letter includes the weekly concept and essential question. A checklist is provided, enabling students and families to mark off any learning goals they complete. A Word Workout that includes word activities for families and students to do at home is given. A comprehension passage that has a specific area of focus is also included each week. The weekly spelling list and correlating fun activities for families to help practice spelling words are also included. In the *Wonders ConnectEd Student Edition*, leveled readers and games are provided to support students at home.

Examples include, but are not limited to:

- In Unit 3, Week 1, the School-to-Home Connection Letter states, “For these two weeks, our class will study the genre of narrative nonfiction. We will be focusing on the ways people can help their community. We will also be talking about how people solve common problems in their communities.” A link to the students’ learning goals are provided and families are asked to check the ones the student completes. Word Workout includes spiral review, vocabulary the students are working on, along with spelling for Weeks 1 and 2. The comprehension skill the students are learning about is also included with a suggestion, “Your child will look at each set of illustrations to be used in a book. Then he or she will think about what the author’s purpose is for writing the book. Your child can suggest a variety of author’s purposes based on the pictures.” Resources are provided on the side for the students to work on their comprehension skills or their Word Workout.

### CRITERION 3K - 3N

Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

7/8

The program systematically and regularly provides opportunities for teachers to assess student progress, though materials include limited denotations of the standards being assessed both formatively and summatively. These opportunities are provided via routines and guidance that helps teachers assess students when appropriate.

Adequate guidance is provided to support teachers as they interpret assessment data and determine next steps for instruction.

The materials provide accountability measures to support students as they engage in independent reading self-selected texts.

### INDICATOR 3K

Materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

2/2

The materials reviewed for Grade 2 meet the criteria that materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

Grade 2 materials provide multiple assessment opportunities. There is an online assessment center that links to all Unit and Benchmark Assessments. Unit Assessments are given at the end of each unit. Screening/Placement and Diagnostic Assessments, such as Phonological and Phonemic Awareness, Letter Naming and Sight Words, and Phonics and Decoding, serve as an initial screening that can be assigned throughout the year to monitor student progress and pinpoint students' strengths and weaknesses. Checks for Success are provided throughout each unit throughout a variety of days. Progress Monitoring Assessments are used to guide instruction and may be administered every week, every two weeks, or every six weeks, depending on the test selected. In the Benchmark Assessment Grade 2, students are given three benchmark assessments. The focus of the Benchmark Assessments is on key areas of English Language Arts: comprehension of literature and informational text, phonics and decoding skills, and recognition of high-frequency words. There are also Running Record Assessments that evaluate student's oral reading and identifies a student's reading level, style, and strategy use.

Materials provide regular and systematic assessment opportunities for assessment. Examples include, but not limited to:



- Inventories of Developmental Spelling (K–6+), Assessment Handbook, “Part 1 Assessment Options”, page 21. This assessment can be administered any time of the year. “Students’ skills can be classified as falling into particular developmental stages of spelling.”
- Comprehension Tests (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 23, “Administer this test at any time of the year to provide a quick check or recheck of a student’s instructional reading level.”
- Unit Assessments (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 27. These assessments are completed after each unit of study. “Unit Assessments include literary and informational texts with questions that focus on the main skills taught in each unit of *Wonders*. Test items cover reading comprehension skills, literary elements, text features, vocabulary strategies, and English language conventions.” Each unit includes a writing prompt that students use to showcase their understanding of a genre that has been previously taught. “These assessments provide information to make instructional decisions and to place students into small skill-based groups.”
- Benchmark Assessments (K–6), Assessment Handbook, “Part 1 Assessment Options”, page 28. These assessments are completed “at discrete points throughout the year to gauge student progress through the curriculum and readiness for state-mandated end-of-year assessments.”
- Portfolio Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 31. Portfolios showcase a collection of the student’s work. A Reflection piece is included. Two portfolio options are presented: “a developmental portfolio and a best work portfolio. There is also a Portfolio Rubric to use when evaluating students’ portfolios.”
- Informal Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 45. “In reading, you can do this in an informal way throughout instruction.” Examples include teaching students to monitor their own comprehension by asking questions, retelling, and monitoring their own progress.

Materials genuinely measure student progress. Examples include, but are not limited to:

- In Unit 3, Weeks 3 and 4, Progress Monitoring Assessments, students read the passage “The North Star,” and answer the related comprehension questions.
- In Unit 5, *Grace for President*, the Selection Test assesses student comprehension on the selections read throughout the unit.

### INDICATOR 3L

The purpose/use of each assessment is clear:

#### INDICATOR 3L.I

Assessments clearly denote which standards are being emphasized.

1/2

The materials reviewed for Grade 2 partially meet the criteria that assessments clearly denote which standards are being emphasized.

Grade 2 materials provide multiple ways that students are assessed throughout each unit, including formative assessments. The User Guide states that Unit Assessments are aligned to standards; however, there is no evidence to support that any standards are specifically listed in assessments.

Materials include limited denotations of the standards being assessed in both types of Assessments.

Examples include, but are not limited to:

- In the Unit Guide, page 60, the guide explains that the unit assessments are aligned to standards, stating that assessments “ensure valid assessment of student performance and progress, [are] aligned to standards, and [measure] against grade level rigor.”
- Each unit has weekly Common Core standards present; however, standards listed in specific assessments or within the Teacher Edition or teacher’s script for administering assessments were not present.

#### INDICATOR 3L.II

Assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.

2/2

The materials reviewed for Grade 2 meet the criteria that assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow up

Grade 2 materials provide teachers with guidance for administering assessments, ways to scaffold assessments, and how to interpret student data. Teacher scripts are provided with answers for all Unit Assessments and Diagnostic Assessments. The answer keys have the correct answer and content focus for each question and answer. Suggestions on how to reteach content is provided to teachers.

Examples include, but are not limited to:

- After each Unit assessment in the Teacher Edition, there is a Track for Success Progress Monitoring. For example, in Unit 6, Week 6, Making the Most of Assessment Results, the text explains the assessed skills, how the teacher checks for success, and gives reteaching opportunities.
- Grade 2, Teacher Edition, Assessment and Data Tab, Printable Assessments, Filter to Assessment Handbook. Assessment Handbook page 32. The Assessment Process Guide to Using Multiple Measures to Assess Student Progress provides an overall graphic on how assessments could be used in a classroom.
- In Unit 5, Week 4, Day 10, Progress Monitoring, teachers are provided with a chart for interventions. “Reteaching Opportunities with Intervention Online PDFs. If Children Score below 70% in comprehension: Then Assign lessons 34–36 point of view in Comprehension PDF.”

#### INDICATOR 3M

Materials should include routines and guidance that point out opportunities to monitor student progress.

2/2

The materials reviewed for Grade 2 meet the criteria that materials should include routines and guidance that point out opportunities to monitor student progress.

Grade 2 materials provide routines and guidance that point out opportunities to monitor student progress. There are informal Checks for Success that help collect evidence of student progress, as teachers observe students working and provide guidance for differentiation of instruction moving forward. Formative assessments are integrated within every unit by using end-of-unit assessments. Screening and Diagnostic Assessments, as well as Comprehension Assessments, offer guidance to inform instructional decisions.

Materials include routines and guidance that point out opportunities to monitor student progress. Examples include, but are not limited to:

- In Unit 5, Week 1, Teacher Edition, Check for Success states, “Can children read text with appropriate rate and intonation?” The teacher is then able to differentiate instruction based on this Check for Success. Develop pages and Reteach page numbers are given for the teacher to provide further instruction.
- In Unit 5, Week 6, Teacher Edition, the teacher is given an informative checklist to assess the students’ presentation of materials. A student and teacher checklist are provided. “Presenting: Did you express your ideas clearly using the correct conventions of language? Did you support your topic with appropriate facts and details? Did you present your ideas in a logical sequence? Did you make appropriate eye contact with your audience? Did you speak with appropriate rate, volume, and enunciation? Did you use appropriate digital technology such as visuals and audio to enhance your presentation? Assess the Presentation: Spoke clearly and at an appropriate pace and volume. Used appropriate and natural gestures. Maintained eye contact. Used appropriate visuals and technology. Assess the Listener Listened quietly and politely. Made appropriate comments and asked clarifying questions. Responded with an open mind to different ideas.”
- Instructional Routines Handbook, Teacher-Student Conference Routine, page 119, “Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.”
- Instructional Routines Handbook, Retelling Routine, page 98, “Retelling allows you to monitor comprehension.” Model, Guide and Discuss Retelling are the three steps within the Retelling Routine.
- Instructional Routines Handbook, Students monitor their progress, page 173. Students monitor their progress through the following ways:
  - Track Your Progress in the Reading Writing/Companion asks students to evaluate their progress on key skills that they have learned
  - Opportunities to give feedback to students during weekly Teacher and Peer Conferences on their writing
  - Writing Rubrics, Student Models, Listening and Speaking checklists to help students reflect on the quality and completeness of their work
  - Progress bars on online games help students track their progress.

### INDICATOR 3N

Materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

The materials reviewed for Grade 2 meet the criteria that materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

Grade 2 materials recommend 30-40 minutes of independent reading daily. The materials offer students a variety of texts, including anchor texts, shared texts, *Time for Kids*, suggested classroom library titles, and online titles to access. The Instructional Routines Handbook provides an ample amount of opportunities for students to show accountability for their reading, including reading routines, reading logs, response pages, journaling, and conferences. Students are provided a routine for how to self-select a book of their interest to build stamina.

Examples include, but are not limited to:

- In Unit 4, Week 3, Teacher Edition, students are instructed to choose an expository selection for sustained silent reading and set a purpose for reading that selection. Students are able to check the online Leveled Reader Database for selections. The teacher reminds students that “they should identify causes and effects, they can reread causes and effects and other information they did not understand the first time they read.” As students read independently, they record causes and effects in their selections on a copy of online Cause and Effect Graphic Organizer 13. After they finish reading, they can conduct a Book Talk about what they read. Students share the information they recorded on their graphic organizer. “What was the most interesting fact you learned from reading this book?” Students also tell the group about any sections they reread and how rereading helped them better understand these sections. The teacher offers assistance and guidance with self-selected assignments.
- In Unit 6, Week 2, Day 7, students choose an expository text for sustained silent reading from the Leveled Reader Database. Students read the text to find the problem and solution and complete a graphic organizer, recording the problem and solution.

### CRITERION 30 - 3R

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards.

10/10

The program provides strategies and support to assure all learners in the classroom are able to access grade-level content. This includes targeted support for English language learners, students with disabilities, and students who are performing above grade level. There are also a variety of grouping strategies provided as well as support for the teacher to select and deploy the most effective groupings for various learning scenarios.

### INDICATOR 30

Materials provide teachers with strategies for meeting the needs of a range of learners so the content is

accessible to all learners and supports them in meeting or exceeding the grade-level standards.

2/2

The materials reviewed for Grade 2 meet the criteria that materials provide teachers with strategies for meeting the needs of range of learners so the content is accessible to all learners and supports them in meeting or exceeding the grade-level standards.

Grade 2 materials provide modeling, formative assessments, language and visual supports, and background knowledge in each lesson to ensure student understanding. Materials also provide differentiated instruction to strengthen skills, provide targeted review and reteaching lessons to meet student's specific needs.

Examples include, but are not limited to:

- In Unit 2, Week 3, Day 1, Shared Read, *The Boy Who Cried Wolf* by Author Unknown, multiple strategies are provided. For example:
  - Before students read, they take notes on the Essential Question to provide a purpose for reading.
  - The teacher uses a think-aloud to identify what happens at the beginning of the story. "Think-Aloud: I read in the first paragraph that the shepherd boy is not fond of his job. He wants something wonderful to happen and that nothing ever does."
  - Strategies for Accessing Complex Text - ACCESS COMPLEX TEXT
    - "Children may need help in making inferences about the boy's motivation and actions and connecting them to story events....Help children connect the boy's actions on pages 40 and 41 with the villager's actions on page 42. Have children discuss why the villagers don't come when there is a real wolf."
  - Use of a quick write - "Quick Write: After their first read, have partners summarize the selection orally with the help of their notes. Then have them write a summary in their writer's notebook."
- In Unit 3 Week 2, Enrichment Opportunities for Gifted and Talented Students, Beyond Level, small group lessons include suggestions for additional activities to extend learning opportunities for gifted and talented students: Leveled Readers, Vocabulary Strategy, Leveled Readers Library Online, Genre Passages, Comprehension, and Workstation Activities.
- In Unit 5, Week 2, Gifted and Talented tab, students complete an independent study to create a resource about everyday heroes. The level-up tab states that if On Level students fluently read the On Level passage, then they can read the Beyond Level passage and summarize it. If Approaching Level students read their passage fluently, then they can read the On Level passage and summarize it.
- In Unit 6, Week 5, Teacher Edition, guidance on differentiated instruction for small groups is provided for the teacher. Approaching Level instruction is provided using a genre passage, *Growing Up in One Day*. On Level students are provided with the leveled reader, *A Fantastic Day*, and Beyond Level students are provided with the leveled reader, *A Day in Ancient Rome*.

### INDICATOR 3P

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and

meet or exceed grade-level standards.

4/4

The materials reviewed for Grade 2 meet the criteria that materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

Grade 2 materials provide opportunities for all students to engage with grade-level text. Sidebar supports are provided to ensure that students are supported during lessons. ELL scaffolding and support is provided throughout all the units. Lessons also provide additional instruction on new skills at the end of each unit for small group work, reteaching, and differentiated instruction.

Examples include, but are not limited to:

- In Unit 2 Week 3, Shared Read, *The Boy Who Cried Wolf* by Author Unknown, students working below grade level are provided opportunities to work with the grade-level text and meet grade-level standards. ELL Spotlight on Language, Page 39, Paragraph 2 - "Focus on the phrase: *He made up stories*. Say: 'When we make up stories, we create them in our heads. They are not about real life, they are pretend. Which clues in the story help you understand that the boy made up stories about things that were not real?' Provide a frame to help children answer: 'The text says he saw horses, dogs, and dragons in the sky. He made up stories with these things as characters. I know that horses, dogs, and dragons don't really live in the sky. If he uses the animals as characters, I know it's not real.'"
- In Unit 3, Week 3, Day 2, Comprehension Skill, students work in pairs during Guided Practice. For the range of ELL students, a series of scaffolded instructions/activities is provided for the teacher to differentiate among the skill levels. At each level the students use a graphic organizer to record their work.
  - Beginning - "Write the main events in random order and help partners put them in order using the illustrations and the text.....Help children read the sentences using signal words *first, next, then, and last*...."
  - Intermediate - Model the first sentence starter: "First, Josie and Ling plan a sleepover." Have pairs complete these starters: "Next, Josie and Ling meet in the backyard. Then, they do their homework and see the Moon and stars. Last, they want to keep looking through the telescope...."
  - Advanced/Advanced High - Display the graphic organizer. What did Josie and Ling do first? What happened next? Then what happened? What happened last?.....
- In Unit 5, Week 2, Newcomer tab, the text asks to have children listen to the anchor text in their native language and then in English. "Have children ask and answer questions using sentence frames."
- In Unit 6, Week 3, Teacher Edition, Differentiated Instruction, ELL students read the leveled reader, *Hercules and the Golden Apple*. The teacher builds background, reviews the story vocabulary, and goes through the interactive response routine.

### INDICATOR 3Q

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

2/2

The materials reviewed for Grade 2 meet the criteria that materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

Grade 2 materials provide options for extensions and more advanced opportunities. The small group/differentiated instruction section provides lessons with a leveled reader appropriate for the group's needs. Checks for Success are present throughout each unit. The teacher is given guidance on extensions for students who are On Level or Beyond Level. Beyond Level differentiated instruction is provided for small group instruction. Sidebars are provided for Gifted and Talented Learners to further advance instruction.

Examples include, but are not limited to:

- In Unit 2, Week 2, Gifted and talented tab, Independent study, students integrate their notes about the selections to create an illustrated encyclopedia. They write facts and details; they create a diagram for each animal. Partners then trade encyclopedias for evaluation and students revise as necessary.
- In Unit 4, Week 3, Teacher Edition, Checks for Success are provided. "Can children use sentence clues to figure out the meanings of *crumble* and *boulders*?" Differentiated small group instruction is provided for On Level and Beyond Level students who master the skills. For students who are On Level, the teacher is to review page T296. For students who are Beyond Level, the teacher is instructed to extend the lesson using page T302.

### INDICATOR 3R

Materials provide opportunities for teachers to use a variety of grouping strategies.

2/2

The materials reviewed for Grade 2 meet the criteria that materials provide opportunities for teachers to use a variety of grouping strategies.

Grade 2 materials provide opportunities for students to collaborate and communicate about the topic and tasks at hand. There are a wide range of whole class tasks, but there are also many opportunities for small group and partner work to help students have collaborative conversations.

Examples include, but are not limited to:

- In Unit 2, Week 1, Introduce the Concept, after introducing the Essential Question, small groups of students develop ideas by using prior knowledge to discuss baby animals that they have seen or read about. The teacher asks groups to use as many words from the organizer as possible in their discussion.
- In Unit 3, Week 1, the whole class reads the text, *Biliburro*. The teacher follows a whole class reading routine and students respond to text-based questions.
- In Unit 3, Week 3, Day 2, Respond to Reading/Write about the Shared Read, students respond to the following prompt, "How does the author show that the sleepover was different from what the girls expected?" Approaching Level: Have partners work together to plan and complete the response to the prompt. On Level: Discuss how the girls felt at the beginning and then at the

end. Have children write their responses independently and then discuss them. Beyond Level: Have children brainstorm words to describe the girls' feelings at different points in the story. Encourage them to use the words in their responses. ELL Group: Children of mixed proficiency levels discuss and respond to the prompt.

- In Unit 5, Week 3, Whole Group, Literature Anthology, *Grace for President* by Kelly DiPucchio. Teachers are able to group students according to three levels of reading for reading groups. "Approaching Level: Have children listen to the selection summary. Use the Reread prompts during Small Group time. On Level and Beyond Level: Pair children or have them independently complete the Reread prompts on Reading/Writing Companion pages 48–50. English Language Learners: Before reading, have beginning and early-intermediate ELLs listen to the selection summary, available in multiple languages. See small group pages for additional support for the Anchor Text." Students also meet in their groups for small group instruction.

### CRITERION 3S - 3V

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

Digital materials are available for the program and can be used on multiple platforms and browsers. Technology is used appropriately to support student learning and foregrounds supports that provide a deeper understanding of the texts and text evidence they encounter in lessons. Opportunities for personalization/customization and teacher to student and student to student collaboration are available digitally, including customization for local use.

### INDICATOR 3S

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

The materials reviewed for Grade 2 meet the criteria that digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple internet browsers (eg. Internet Explorer, Firefox, Google Chrome, etc.), "platform-neutral" (ie., Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

Grade 2 materials are web-based, compatible with multiple browsers and are platform neutral. The digital materials function without incident on Microsoft Edge, Firefox, Google Chrome, Internet Explorer, and Safari. Apple products and Window products can access the digital materials. Mobile devices are also able to open and access the functionality of the digital materials. Games were not



accessible on mobile devices.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 14, “There are digital tools that can enhance and support student learning as well. Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text.”
- In the Instructional Routines Handbook, page 103, there is a picture of a student using an iPad. The materials mention that students can record Super Summaries digitally.

### **INDICATOR 3T**

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials reviewed for Grade 2 meet the criteria that materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials contain digital documents of the Teacher Editions, Reading/Writing Companion, Readers, Vocabulary Image Cards, and Games. The Resource Library includes projectable classroom materials for use during lessons. Also included in the digital section are Fluency Packets multimedia support for each unit. The Teacher Edition includes references of when digital tools are available and how they can be used within a lesson. The materials for each lesson are Smartboard-compatible and the links for the digital version of the students’ Reading/Writing Companion can be found in each lesson. This allows the teacher to annotate and model how to use the text. Cloud Reader, a digital platform for the Leveled Texts, Literature Anthologies, and Reading/Writing Companion, also allows teachers to model annotating text.

### **INDICATOR 3U**

Materials can be easily customized for individual learners.

#### **INDICATOR 3U.I**

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

The materials reviewed for Grade 2 meet the criteria that digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

Grade 2 materials include technological innovations that allow for teachers to customize weekly lessons for whole group instruction and for individual students. Teachers set the school calendar in the online platform which determines what students access in their online dashboards each day. Teachers

can customize beyond that for individual students by assigning specific practice pages and texts at specific reading levels to individual students to access online.

Examples include, but are not limited to:

- Digital materials include a digital planning guide that provides step-by-step lesson plans and online materials that include additional support in differentiated instruction. Units combine reading, writing, speaking, and listening in a digital environment that engages students. There are also digital guides for assessment, remediation and supplemental materials to personalize learning for students.
- Texts that are in the Reading/Writing Companion and the Interactive Read-Aloud have audio features that the teacher can play for the students.
- Teachers are able to edit their class assignments by English Language Learner, On Level, Beyond Level, and Approaching Level.
- Beginning readers are able to use a pictorial login.
- In the *Assignment Manager* digital tab on the website, teachers can create assignments for students tailored to what the students need. Teachers can edit and copy existing assignments and monitor student submissions. The teacher can create student mailboxes to manage student assignments.

#### INDICATOR 3U.II

Materials can be easily customized for local use.

The materials reviewed for Grade 2 meet the criteria that materials can be easily customized for local use.

Wonders Grade 2 materials provide *Teach it Your Way* to customize the resource. This resource can be used if the focus of the district's instructional plan is to include other research based practices not explicitly followed in the *Wonders* materials. Teachers and/or the school district can also determine if lessons will follow a Core Pathway option, due to time constraints or other needs. The Core Pathway is an abbreviated version of the curriculum that covers all tested skills but omits some optional lessons

## **English Language Arts :: ELA\_2nd Grade Alignment Summary Part 3**























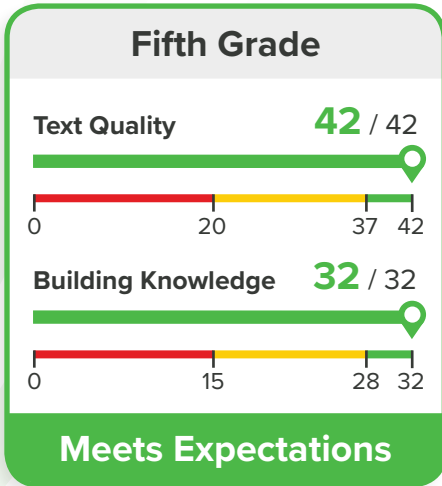
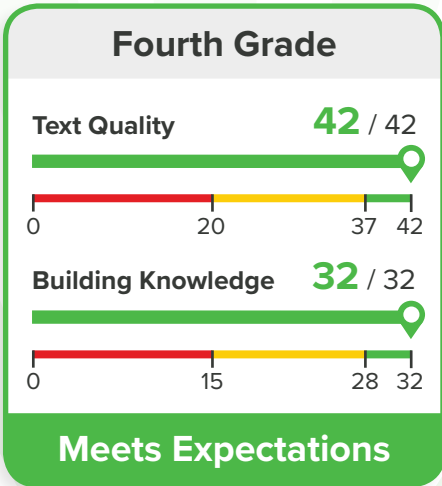
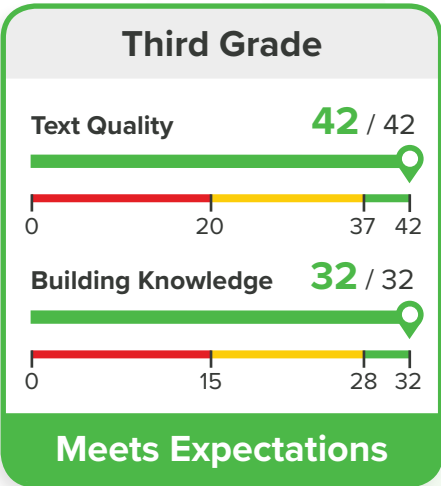
**English Language Arts :: Wonders Grades K-5: All Green Ratings from  
EdReports**



# Wonders<sup>®</sup> Grades K–5: **All Green Ratings** from EdReports

## Perfect Scores for Text Quality and Building Knowledge in Grades 3–5!

EdReports.org, a widely respected independent K–12 curriculum review organization, evaluated *Wonders* ©2020 and rated it highly with all green scores across the three gateways: Text Quality and Complexity, Building Knowledge, and Usability.



### “Worthy of Students’ Time and Attention”

In Grades 3–5, *Wonders* received perfect scores for Text Quality, indicating that the “anchor texts are of publishable quality and worthy of especially careful reading and consider a range of student interest” and “worthy of students’ time and attention.”

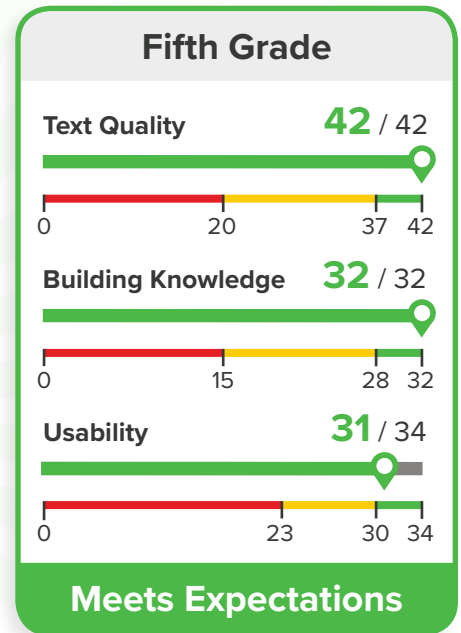
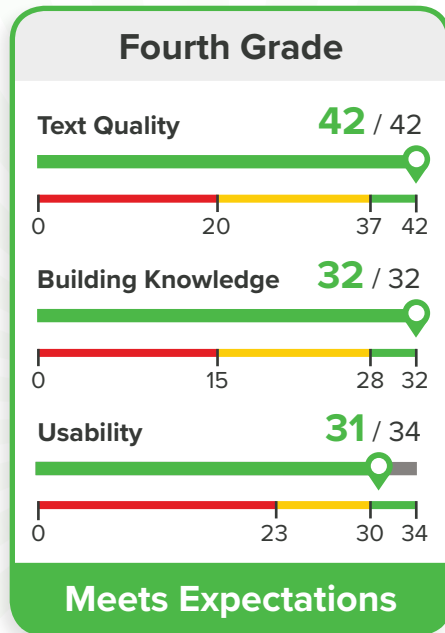
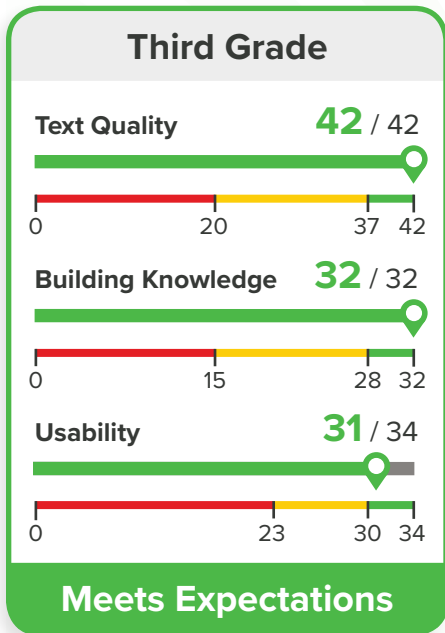
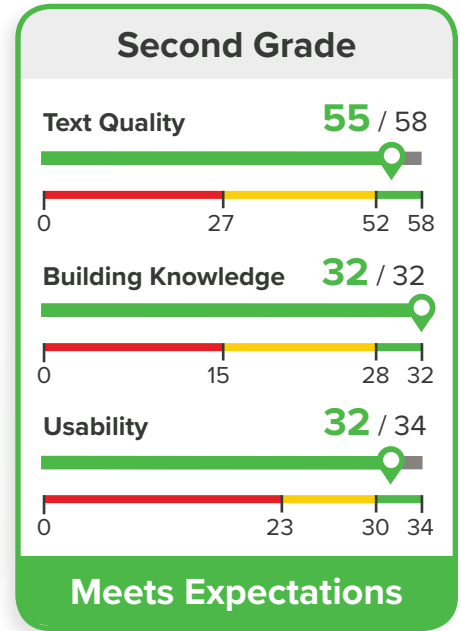
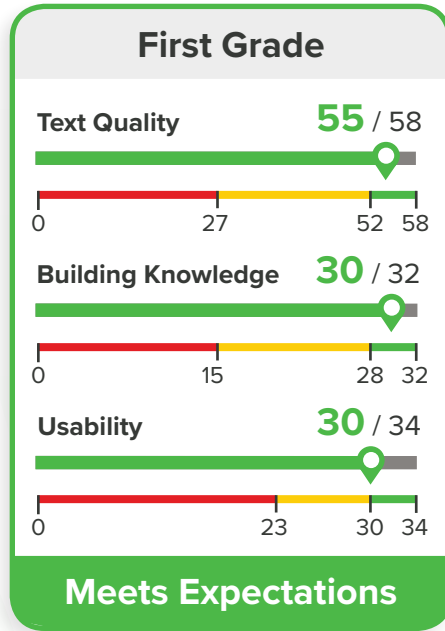
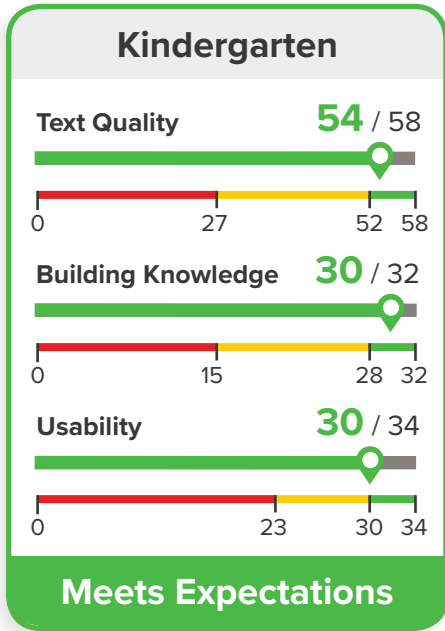
### “Make Meaning and Build Understanding”

*Wonders* also received perfect scores for Building Knowledge in grades 2–5, confirming that the materials are “organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills” and “require students to analyze texts in order to make meaning and build understanding.”



# Building on a Foundation of Success!

Wonders ©2020 is the most recent literacy program in the Wonders family of solutions to be reviewed by EdReports. EdReports has recognized our newest program enhancements and acknowledged the established, research-based elements of Wonders instruction. Wonders supports the gateways with a commitment to meeting rigorous standards and a strong focus on student work in close reading, using text-evidence, and synthesizing knowledge to read, write, and share what students have learned.



For more information, visit [mheonline.com/Wonders-EdReports](https://mheonline.com/Wonders-EdReports)



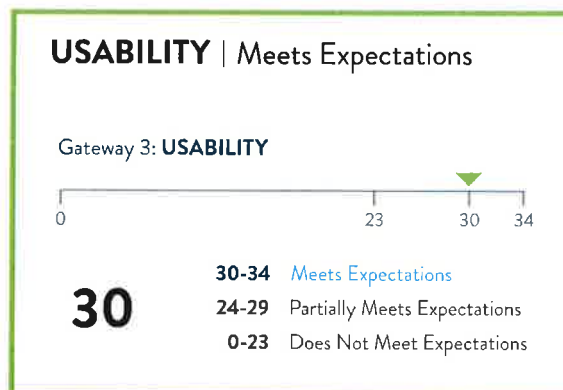
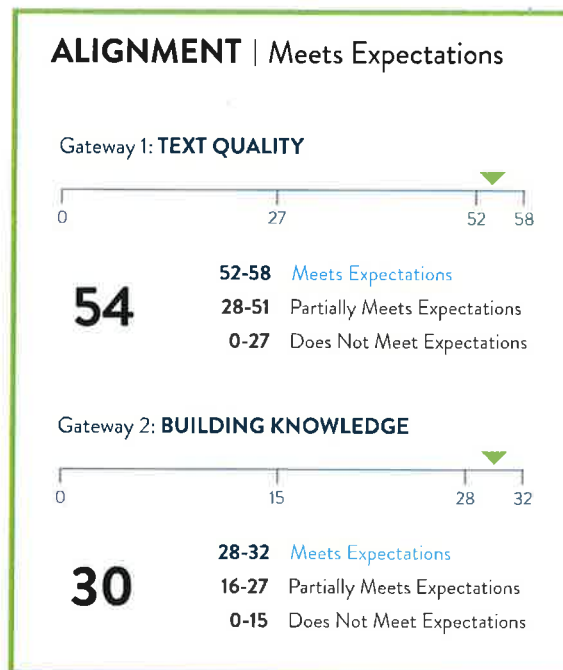
**English Language Arts :: ELA K-2 Summary of Alignment and Usability**

# ELA K-2 Summary of Alignment & Usability

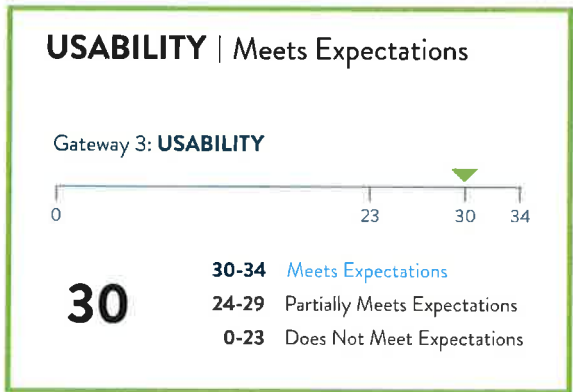
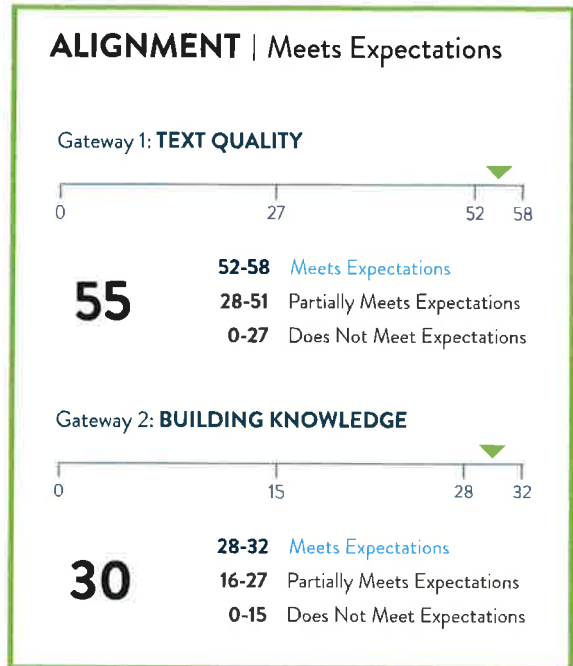
**NOTE:** This publisher has completed the Instructional Materials Technology Information document which provides enhanced details about this product’s design and usability features. [View the technology information.](#)

The materials for Wonders K-1-2 meet the expectations of alignment, including instruction and practice to develop skills and understanding. The materials include many high quality texts and tasks that support students’ development of literacy skills, although their organization is not consistently focused on increasing students’ comprehension skills from beginning to end of year. The materials are organized to build knowledge of topics and provide opportunities for students to demonstrate integrated skills. Instruction for foundational skills includes the core components necessary. While many implementation supports are available, the teacher may need to do extra work to assure lessons are implemented with fidelity.

## Kindergarten



## First Grade



## Second Grade



# Mathematics

Gateway Lab Charter School

Modification Report

Rationale for Adoption of Math in Focus 2020 Program

Joseph M Menna, MS Ed, EdD (ABD), Math Instructional Specialist/Coach

1. The special instructional needs of the Gateway Lab School Community where 51% of student body has an IEP or 504 educational support (220/2021 school year). Students need concrete and visual instructional based educational aids and pedagogy to bridge the gap toward mathematical concepts and abstract thinking.
2. Math in Focus' stated instructional goals: "to ensure children's ability to achieve mastery of mathematics concepts, computational skills, problem-solving skills, and application of mathematics activities in daily life."
3. Math in Focus' research-based approach to their program from educational researchers including: Piaget, Dr. Jerome Bruner, and Richard Skemp. These researchers lend to the concrete-visual-abstract progression of the MIF program geared to child development at various stages, so germane to the GLS community of learners:

of "The most significant theory, which has been adopted for writing the Math in Focus series, is Bruner's theory on the representations of mathematical concepts according to different levels of children's thinking. The representation based on the concrete, pictorial, and abstract (CPA) is adopted in the whole series. Bruner's theory parallels Piaget's stages of development theory. Children at a certain age, in general, can only conceptualize mathematical concepts depending on their level of mental development. In this aspect, Bruner's idea was to emphasize concrete representation, which is in accord with some children's ability to understand mathematical concepts at the early stages. Research shows that children cannot depend too much on concrete representation, as they need to move on to the next level so that they can conceptualize abstract (complicated) situations using pictorial representation"

4. The 2020 Revised Edition of MIF is CCSS (Common Core State Standards) aligned in every chapter and activity in every grade. Further, it is aligned to the Essential Practices of Math Instruction from the CCSS and NCTM (National Council of Teachers of Mathematics). Artifacts of CCSS supplied.

Notes:

[https://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif\\_underpinning\\_concept\\_lr.pdf](https://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_underpinning_concept_lr.pdf)



## Math in Focus 2020 Comprehensive Alignment to CCSS: Grade 3

Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

### Chapter 1: Numbers to 10,000

- 1.1 Counting to 10,000
- 1.2 Place Value
- 1.3 Comparing and Ordering Numbers
- 1.4 Rounding Numbers to the Nearest Ten.....3.NBT.A.1 ○
- 1.5 Rounding Numbers to the Nearest Hundred.....3.NBT.A.1 ○

### Chapter 2: Addition Within 10,000

- 2.1 Addition Patterns.....3.OA.D.9 ■
- 2.2 Mental Addition.....3.OA.D.9 ▲
- 2.3 Adding Fluently Within 1,000.....3.NBT.A.2 ○
- 2.4 Adding Without Regrouping.....3.OA.D.8 ■
- 2.5 Adding with Regrouping.....3.OA.D.8 ■
- 2.6 Real-World Problems: Addition .....3.OA.D.8 ■, 3.NBT.A.1 ○

### Chapter 3: Subtraction Within 10,000

- 3.1 Mental Subtraction.....3.OA.D.9 ▲
- 3.2 Subtracting Fluently Within 1,000.....3.NBT.A.2 ○
- 3.3 Subtracting Without Regrouping.....3.OA.D.8 ■
- 3.4 Subtracting with Regrouping.....3.OA.D.8 ■
- 3.5 Real-World Problems: Subtraction.....3.OA.D.8 ■, 3.NBT.A.1 ○

\* Foundational standards are developed to mastery within each section as other concepts and skills are explored. These foundational standards may not be identified in the Teacher Edition but will be added in the future.



## Chapter 4: Multiplication Tables

4.1 Multiplying by 6.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.2 Multiplying by 7.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.3 Multiplying by 8.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.4 Multiplying by 9.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.5 Multiplying by 11.....	3.OA.B.5 ■
4.6 Multiplying by 12.....	3.OA.B.5 ■
4.7 Multiplication Patterns.....	3.OA.D.9 ■
4.8 Dividing Using Multiplication Facts.....	3.OA.A.2 ■, 3.OA.A.4 ■, 3.OA.B.6 ■, 3.OA.C.7 ■

## Chapter 5: Multiplication

5.1 Multiplying Using Models.....	3.OA.A.3 ■
5.2 Multiplying Without Regrouping.....	3.NBT.A.3 ○
5.3 Multiplying with Regrouping.....	3.NBT.A.3 ○

## Chapter 6: Using Bar Models: The Four Operations

6.1 Real-World Problems: Multiplication.....	3.OA.A.3 ■
6.2 Real-World Problems: Division.....	3.OA.A.3 ■
6.3 Real-World Problems: Four Operations.....	3.OA.D.8 ■

## Chapter 7: Fractions

7.1 Understanding Unit Fractions.....	3.NF.A.1 ■, 3.G.A.2 □
7.2 Fractions as Part of a Whole.....	3.NF.A.1 ■, 3.NF.A.2 ■, 3.NF.A.2a ■, 3.NF.A.2b ■, 3.NF.A.3c ■
7.3 Fractions as Part of a Set.....	3.G.A.2 □
7.4 Understanding Equivalent Fractions.....	3.NF.A.2 ■, 3.NF.A.2a ■, 3.NF.A.2b ■, 3.NF.A.3 ■, 3.NF.A.3a ■, 3.NF.A.3b ■
7.5 Comparing Fractions.....	3.NF.A.3d ■, 3.G.A.2 □

## Chapter 8: Measurement

- 8.1 Mass: Kilograms and Grams.....3.MD.A.2 ■
- 8.2 Liquid Volume: Liters and Milliliters.....3.MD.A.2 ■
- 8.3 Real-World Problems: One-Step Problems.....3.MD.A.2 ■

## Chapter 9: Area and Perimeter

- 9.1 Area.....3.MD.C.5 ■, 3.MD.C.5a ■, 3.MD.C.5b ■, 3.MD.C.6 ■
- 9.2 Square Units (cm<sup>2</sup> and in<sup>2</sup>).....3.MD.C.6 ■
- 9.3 Square Units (m<sup>2</sup> and ft<sup>2</sup>).....3.MD.C.6 ■
- 9.4 Perimeter and Area.....3.MD.C.6 ■, 3.MD.C.7 ■, 3.MD.C.7a ■, 3.MD.C.7b ■, 3.MD.C.7c ■, 3.MD.C.7d ■, 3.MD.D.8 ○
- 9.5 More Perimeter.....3.MD.D.8 ○

## Chapter 10: Time

- 10.1 Telling Time.....3.MD.A.1 ■
- 10.2 Converting Hours and Minutes.....3.MD.A.1 ▲
- 10.3 Elapsed Time.....3.MD.A.1 ■

## Chapter 11: Graphs and Line Plots

- 11.1 Making Picture Graphs with Scales.....3.MD.B.3 □
- 11.2 Making Bar Graphs with Scales.....3.MD.B.3 □
- 11.3 Reading and Interpreting Bar Graphs.....3.MD.B.3 □
- 11.4 Line Plots and Estimation.....3.MD.B.4 □

## Chapter 12: Angles, Lines, and Two-Dimensional Figures

- 12.1 Introducing Angles
- 12.2 Introducing Perpendicular and Parallel Lines
- 12.3 Polygons.....3.G.A.1 □

CCSS	CCSS Descriptor	Section Number
3.OA.A.1 ■	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.	4.1, 4.2, 4.3, 4.4
3.OA.A.2 ■	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	4.8
3.OA.A.3 ■	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	5.1, 6.1, 6.2
3.OA.A.4 ■	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	4.1, 4.2, 4.3, 4.4, 4.8
3.OA.B.5 ■	Apply properties of operations as strategies to multiply and divide.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
3.OA.B.6 ■	Understand division as an unknown-factor problem.	4.8
3.OA.C.7 ■	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	4.1, 4.2, 4.3, 4.4, 4.8
3.OA.D.8 ■	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	2.4, 2.5, 2.6, 3.3, 3.4, 3.5, 6.3
3.OA.D.9 ■	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	2.1, 2.2▲, 3.1▲, 4.7
3.NBT.A.1 ○	Use place value understanding to round whole numbers to the nearest 10 or 100.	1.4, 1.5, 2.6, 3.5
3.NBT.A.2 ○	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.3, 3.2
3.NBT.A.3 ○	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	5.2, 5.3
3.NF.A.1 ■	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts;	7.1, 7.2

	understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .	
3.NF.A.2 ■	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	7.2, 7.4
3.NF.A.2a ■	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	7.2, 7.4
3.NF.A.2b ■	Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.	7.2, 7.4
3.NF.A.3 ■	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	7.4
3.NF.A.3a ■	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	7.4
3.NF.A.3b ■	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.	7.4
3.NF.A.3c ■	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	7.2
3.NF.A.3d ■	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	7.5
3.MD.A.1 ■	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	10.1, 10.2▲, 10.3
3.MD.A.2 ■	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	8.1, 8.2, 8.3
3.MD.B.3 □	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	11.1, 11.2, 11.3
3.MD.B.4 □	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	11.4
3.MD.C.5 ■	Recognize area as an attribute of plane figures and understand concepts of area measurement.	9.1

3.MD.C.5a ■	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	9.1
3.MD.C.5b ■	A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.	9.1
3.MD.C.6 ■	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	9.1, 9.2, 9.3, 9.4
3.MD.C.7 ■	Relate area to the operations of multiplication and addition.	9.4
3.MD.C.7a ■	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	9.4
3.MD.C.7b ■	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	9.4
3.MD.C.7c ■	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.	9.4
3.MD.C.7d ■	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	9.4
3.MD.D.8 ○	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	9.4
3.G.A.1 □	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	12.3
3.G.A.2 □	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	7.1, 7.3, 7.5

Math in Focus 2020 Comprehensive Alignment to CCSS: Grade 4

Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

**Chapter 1: Working with Whole Numbers**

- 1.1 Numbers to 100,000.....4.NBT.A.1 ■, 4.NBT.A.2 ■
- 1.2 Numbers to 1,000,000.....4.NBT.A.1 ■, 4.NBT.A.2 ■
- 1.3 Comparing and Ordering Numbers.....4.NBT.A.2 ■, 4.OA.C.5 ○
- 1.4 Adding and Subtracting Multi-Digit Numbers.....4.NBT.B.4 ■
- 1.5 Rounding and Estimating.....4.NBT.A.3 ■
- 1.6 Real-World Problems: Addition and Subtraction.....4.OA.A.3 ■

**Chapter 2: Multiplication and Division**

- 2.1 Multiplying by a 1-Digit or 2-Digit Number.....4.NBT.B.5 ■
- 2.2 Quotient and Remainder.....4.NBT.B.6 ■
- 2.3 Dividing by a 1-Digit Number.....4.NBT.B.6 ■
- 2.4 Real-World Problems: Multiplication and Division.....4.OA.A.2 ■, 4.OA.A.3 ■
- 2.5 Factors.....4.OA.B.4 □
- 2.6 Multiples.....4.OA.A.1 ■, 4.OA.B.4 □
- 2.7 Real-World Problems: The Four Operations.....4.OA.A.3 ■

\* Foundational standards are developed to mastery within each section as other concepts and skills are explored. These foundational standards may not be identified in the Teacher Edition but will be added in the future.

### Chapter 3: Fractions and Mixed Numbers

3.1 Equivalent Fractions.....	4.NF.A.1 ■
3.2 Comparing and Ordering Fractions.....	4.NF.A.2 ■
3.3 Adding and Subtracting Like Fractions.....	4.NF.B.3 ■, 4.NF.B.3a ■
3.4 Mixed Numbers.....	4.NF.B.3 ■, 4.NF.B.3b ■
3.5 Improper Fractions.....	4.NF.B.3 ■, 4.NF.B.3b ■
3.6 Renaming Improper Fractions and Mixed Numbers.....	4.NF.B.3b ■
3.7 Adding and Subtracting Mixed Numbers.....	4.NF.B.3 ■, 4.NF.B.3c ■
3.8 Multiplying Fractions and Whole Numbers.....	4.NF.B.4 ■, 4.NF.B.4a ■, 4.NF.B.4b ■
3.9 Real-World Problems: Fractions.....	4.NF.B.3d ■, 4.NF.B.4c ■, 4.MD.B.4 □

### Chapter 4: Decimals

4.1 Understanding Tenths.....	4.NF.C.6 ■
4.2 Understanding Hundredths.....	4.NF.C.6 ■
4.3 Comparing and Ordering Decimals.....	4.NF.C.7 ■
4.4 Rounding Decimals.....	4.NBT.A.3▲
4.5 Fractions and Decimals.....	4.NF.C.5 ■, 4.NF.C.6 ■

### Chapter 5: Conversion of Measurements

5.1 Length in Customary Units.....	4.MD.A.1 □
5.2 Weight and Volume in Customary Units.....	4.MD.A.1 □
5.3 Real-World Problems: Customary Units of Measure.....	4.MD.A.2 □
5.4 Length in Metric Units.....	4.MD.A.1 □
5.5 Mass and Volume in Metric Units.....	4.MD.A.1 □
5.6 Real-World Problems: Metric Units of Measure.....	4.MD.A.2 □
5.7 Time.....	4.MD.A.1 □

**Chapter 6: Area and Perimeter**

- 6.1 Area and Unknown Sides.....4.MD.A.3 □
- 6.2 Composite Figures.....4.MD.A.3 □
- 6.3 Real-World Problems: Area and Perimeter.....4.MD.A.3 □

**Chapter 7: Angle and Line Segments**

- 7.1 Understanding and Measuring Angles.....4.MD.C.5 ○, 4.MD.C.6 ○
- 7.2 Drawing Angles to 180° .....4.G.A.1 ○, 4.MD.C.6 ○
- 7.3 Turns and Angle Measures.....4.MD.C.5a ○, 4.MD.C.5b ○
- 7.4 Finding Unknown Angles.....4.MD.C.7 ○
- 7.5 Drawing Perpendicular and Parallel Line Segments.....4.G.A.1 ○

**Chapter 8: Polygons and Symmetry**

- 8.1 Classifying Triangles.....4.G.A.2 ○
- 8.2 Classifying Polygons.....4.G.A.2 ○
- 8.3 Symmetric Shapes and Lines of Symmetry.....4.G.A.3 ○
- 8.4 Making Symmetric Shapes and Patterns.....4.G.A.3 ○

**Chapter 9: Tables and Line Graphs**

- 9.1 Making and Interpreting a Table
- 9.2 Using a Table.....4.NBT.B.4 ▲
- 9.3 Line Graphs



CCSS	CCSS Descriptor	Section Number
4.OA.A.1 ■	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	2.6
4.OA.A.2 ■	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	2.4
4.OA.A.3 ■	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	1.6, 2.4, 2.7
4.OA.B.4 □	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	2.5, 2.6
4.OA.C.5 ○	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1.3
4.NBT.A.1 ■	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	1.1, 1.2
4.NBT.A.2 ■	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	1.1, 1.2, 1.3
4.NBT.A.3 ■	Use place value understanding to round multi-digit whole numbers to any place.	1.5, 4.4▲
4.NBT.B.4 ■	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	1.4, 9.2▲
4.NBT.B.5 ■	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2.1
4.NBT.B.6 ■	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2.2, 2.3

4.NF.A.1 ■	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	3.1
4.NF.A.2 ■	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	3.2
4.NF.B.3 ■	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .	3.3, 3.4, 3.5, 3.7
4.NF.B.3a ■	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	3.3
4.NF.B.3b ■	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	3.4, 3.5, 3.6
4.NF.B.3c ■	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	3.7
4.NF.B.3d ■	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	3.9
4.NF.B.4 ■	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number	3.8
4.NF.B.4a ■	Understand a fraction $a/b$ as a multiple of $1/b$ .	3.8
4.NF.B.4b ■	Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number.	3.8
4.NF.B.4c ■	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	3.9
4.NF.C.5 ■	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	4.5
4.NF.C.6 ■	Use decimal notation for fractions with denominators 10 or 100.	4.1, 4.2, 4.5
4.NF.C.7 ■	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	4.3

4.MD.A.1 <input type="checkbox"/>	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	5.1, 5.2, 5.4, 5.5, 5.7
4.MD.A.2 <input type="checkbox"/>	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	5.3, 5.6
4.MD.A.3 <input type="checkbox"/>	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	6.1, 6.2, 6.3
4.MD.B.4 <input type="checkbox"/>	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	3.9
4.MD.C.5 <input type="radio"/>	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	7.1
4.MD.C.5a <input type="radio"/>	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	7.3
4.MD.C.5b <input type="radio"/>	An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	7.3
4.MD.C.6 <input type="radio"/>	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	7.1, 7.2
4.MD.C.7 <input type="radio"/>	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	7.4
4.G.A.1 <input type="radio"/>	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	7.2, 7.5
4.G.A.2 <input type="radio"/>	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	8.1, 8.2
4.G.A.3 <input type="radio"/>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	8.3, 8.4

Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

## Chapter 1: Whole Numbers and the Four Operations

- 1.1 Numbers to 10,000,000.....5.NBT.A.1 ■
- 1.2 Multiplying by Tens, Hundreds, Thousands, and Powers of Tens.....5.NBT.A.1 ■, 5.NBT.A.2 ■
- 1.3 Dividing by Tens, Hundreds, or Thousands.....5.NBT.A.1 ■, 5.NBT.A.2 ■
- 1.4 Multiplying and Dividing by 2-Digit Numbers Fluently.....5.NBT.B.5 ■, 5.NBT.B.6 ■
- 1.5 Order of Operations.....5.OA.A.1 ○, 5.OA.A.2 ○
- 1.6 Real-World Problems: Four Operations of Whole Numbers.....5.NBT.B.5 ▲, 5.NBT.B.6 ▲

## Chapter 2: Fractions and Mixed Numbers

- 2.1 Fractions, Mixed Numbers, and Division Expressions.....5.NF.B.3 ■
- 2.2 Adding Unlike Fractions and Mixed Numbers.....5.NF.A.1 ■
- 2.3 Subtracting Unlike Fractions and Mixed Numbers.....5.NF.A.1 ■
- 2.4 Real-World Problems: Fractions and Mixed Numbers.....5.NF.A.2 ■

## Chapter 3: Multiplying and Dividing Fractions and Mixed Numbers

- 3.1 Multiplying Fractions and Whole Numbers.....5.NF.B.4 ■, 5.NF.B.4a ■, 5.NF.B.5b ■
- 3.2 Multiplying Proper Fractions.....5.NF.B.4 ▲, 5.NF.B.4a ▲
- 3.3 Real-World Problems: Multiplying Proper Fractions.....5.NF.B.6 ■
- 3.4 Multiplying Improper Fractions.....5.NF.B.4b ■
- 3.5 Multiplying Mixed Numbers and Whole Numbers.....5.NF.B.4b ■, 5.NF.B.5 ■, 5.NF.B.5a ■
- 3.6 Real-World Problems: Multiplying Mixed Numbers.....5.NF.B.6 ■

\*Foundational standards are developed to mastery within each section as other concepts and skills are explored. These foundational standards may not be identified in the Teacher Edition but will be added in the future.

- 3.7 Dividing Fractions and Whole Numbers.....5.NF.B.7 ■, 5.NF.B.7a ■, 5.NF.B.7b ■
- 3.8 Real-World Problems: Multiplying and Dividing with Fractions.....5.NF.B.7c ■

**Chapter 4: Decimals**

- 4.1 Understanding Thousandths.....5.NBT.A.3 ■, 5.NBT.A.3a ■
- 4.2 Comparing, Ordering, and Rounding Decimals .....5.NBT.A.3b ■, 5.NBT.A.4 ■
- 4.3 Decimals, Fractions, and Mixed Numbers.....5.NBT.A.3 ▲, 5.NBT.A.3a ▲

**Chapter 5: Four Operations of Decimals**

- 5.1 Adding Decimals.....5.NBT.B.7 ■
- 5.2 Subtracting Decimals.....5.NBT.B.7 ■
- 5.3 Multiplying Decimals.....5.NBT.B.7 ■
- 5.4 Multiplying Decimals by Tens, Hundreds, Thousands, and Powers of Tens.....5.NBT.B.7 ■, 5.NBT.A.2 ■
- 5.5 Dividing Decimals.....5.NBT.B.7 ■
- 5.6 Dividing Decimals by Tens, Hundreds, and Thousands.....5.NBT.A.2 ■, 5.NBT.B.7 ■
- 5.7 Estimating Decimals .....5.NBT.B.7 ■
- 5.8 Converting Metric Units.....5.MD.A.1 □
- 5.9 Real-World Problems: Decimals.....5.NBT.B.7 ■

**Chapter 6: Volume**

- 6.1 Building Solids Using Unit Cubes.....5.MD.C.3 ■, 5.MD.C.3a ■
- 6.2 Understanding and Measuring Volume.....5.MD.C.3b ■, 5.MD.C.4 ■
- 6.3 Real-World Problems: Volume of Rectangular Prisms.....5.MD.C.5 ■, 5.MD.C.5a ■, 5.MD.C.5b ■
- 6.4 Real-World Problems: Volume of Composite Solids.....5.MD.C.5c ■

**Chapter 7: Line Plots and the Coordinate Plane**

- 7.1 Making and Interpreting Line Plots.....5.MD.B.2 □
- 7.2 Graphing on a Coordinate Plane.....5.G.A.1 ○, 5.G.A.2 ○
- 7.3 Number Pattern and Graphs.....5.OA.B.3 ○

**Chapter 8: Polygons**

- 8.1 Classifying Triangles.....5.G.B.3 ○
- 8.2 Classifying Polygons.....5.G.B.4 ○

**Chapter 9: Ratio**

- 9.1 Finding Ratio
- 9.2 Equivalent Ratios
- 9.3 Comparing Three Quantities
- 9.4 Real World Problems: Ratio

**Chapter 10: Percent**

- 10.1 Percent
- 10.2 Fractions, Decimals, and Percents
- 10.3 Percent of a Quantity.....5.NF.B.4 ▲
- 10.4 Real World Problems: Percent.....5.NF.B.4 ▲

CCSS	CCSS Descriptor	Section Number
5.OA.A.1 ○	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	1.5
5.OA.A.2 ○	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>	1.5
5.OA.B.3 ○	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	7.3
5.NBT.A.1 ■	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	1.1, 1.2, 1.3
5.NBT.A.2 ■	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	1.2, 1.3, 5.4, 5.6
5.NBT.A.3 ■	Read, write, and compare decimals to thousandths.	4.1, 4.3▲
5.NBT.A.3a ■	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	4.1, 4.3▲
5.NBT.A.3b ■	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	4.2
5.NBT.A.4 ■	Use place value understanding to round decimals to any place.	4.2
5.NBT.B.5 ■	Fluently multiply multi-digit whole numbers using the standard algorithm.	1.4, 1.6▲
5.NBT.B.6 ■	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1.4, 1.6▲
5.NBT.B.7 ■	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9

5.NF.A.1 ■	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, <math>\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}</math>. (In general, <math>\frac{a}{b} + \frac{c}{d} = \frac{(ad + bc)}{bd}</math>.)</i>	2.2, 2.3
5.NF.A.2 ■	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result <math>\frac{2}{5} + \frac{1}{2} = \frac{3}{7}</math>, by observing that <math>\frac{3}{7} &lt; \frac{1}{2}</math>.</i>	2.4
5.NF.B.3 ■	Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. <i>For example, interpret <math>\frac{3}{4}</math> as the result of dividing 3 by 4, noting that <math>\frac{3}{4}</math> multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size <math>\frac{3}{4}</math>. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i>	2.1
5.NF.B.4 ■	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	3.1, 3.2▲, 10.3▲, 10.4▲
5.NF.B.4a ■	Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . <i>For example, use a visual fraction model to show <math>(\frac{2}{3}) \times 4 = \frac{8}{3}</math>, and create a story context for this equation. Do the same with <math>(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}</math>. (In general, <math>(\frac{a}{b}) \times (\frac{c}{d}) = \frac{(ac)}{(bd)}</math>.)</i>	3.1, 3.2▲
5.NF.B.4b ■	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	3.4, 3.5
5.NF.B.5 ■	Interpret multiplication as scaling (resizing), by:	3.5
5.NF.B.5a ■	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	3.5
5.NF.B.5b ■	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.	3.1
5.NF.B.6 ■	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	3.3, 3.6
5.NF.B.7 ■	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	3.7
5.NF.B.7a ■	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. <i>For example, create a story context for <math>(\frac{1}{3}) \div 4</math>, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that <math>(\frac{1}{3}) \div 4 = \frac{1}{12}</math> because <math>(\frac{1}{12}) \times 4 = \frac{1}{3}</math>.</i>	3.7



5.NF.B.7b ■	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ .	3.7
5.NF.B.7c ■	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?	3.8
5.MD.A.1 □	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.8
5.MD.B.2 □	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	7.1
5.MD.C.3 ■	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	6.1
5.MD.C.3a ■	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	6.1
5.MD.C.3b ■	A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.	6.2
5.MD.C.4 ■	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	6.2
5.MD.C.5 ■	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	6.3
5.MD.C.5a ■	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	6.3
5.MD.C.5b ■	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	6.3
5.MD.C.5c ■	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	6.4
5.G.A.1 ○	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that	7.2

	the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
5.G.A.2 ○	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	7.2
5.G.B.3 ○	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	8.1
5.G.B.4 ○	Classify two-dimensional figures in a hierarchy based on properties.	8.2



Key: Major ■, Supporting □, or Additional ○

## Chapter 1: Whole Numbers, Prime Numbers, and Prime Factorization

- 1.1 Prime Factorization.....6.NS.B.4 ○
- 1.2 Common Factors and Multiples.....6.NS.B.4 ○
- 1.3 Squares and Cubes.....6.EE.A.1 ■

## Chapter 2: Number Lines and Negative Numbers

- 2.1 The Number Line.....6.NS.C.6 ■, 6.NS.C.6a ■, 6.NS.C.6c ■, 6.NS.C.7 ■, 6.NS.C.7a ■
- 2.2 Negative Numbers.....6.NS.C.5 ■, 6.NS.C.6 ■, 6.NS.C.6a ■, 6.NS.C.6c ■, 6.NS.C.7 ■, 6.NS.C.7a ■, 6.NS.C.7b ■
- 2.3 Absolute Value.....6.NS.C.7 ■, 6.NS.C.7c ■, 6.NS.C.7d ■

## Chapter 3: Fractions and Decimals

- 3.1 Dividing Fractions .....6.NS.A.1 ■
- 3.2 Real-World Problems: Fractions.....6.NS.A.1 ■
- 3.3 Adding and Subtracting Decimals Fluently.....6.NS.B.3 ○
- 3.4 Multiplying Decimals Fluently.....6.NS.B.3 ○
- 3.5 Dividing Decimals Fluently.....6.NS.B.2 ○, 6.NS.B.3 ○
- 3.6 Real-World Problems: Decimals.....6.NS.B.3 ○

## Chapter 4: Ratio

- 4.1 Comparing Two Quantities.....6.RP.A.1 ■, 6.RP.A.3d ■
- 4.2 Equivalent Ratios.....6.RP.A.3a ■
- 4.3 Real-World Problems: Ratios.....6.RP.A.3 ■

## Chapter 5: Rates and Speed

- 5.1 Rates and Unit Rates.....6.RP.A.2 ■, 6.RP.A.3 ■
- 5.2 Real-World Problems: Rates and Unit Rates.....6.RP.A.3 ■, 6.RP.A.3b ■
- 5.3 Distance and Speed.....6.RP.A.3 ■, 6.RP.A.3b ■
- 5.4 Average Speed.....6.RP.A.3 ■, 6.RP.A.3b ■
- 5.5 Real-World Problems: Speed and Average Speed.....6.RP.A.3 ■, 6.RP.A.3b ■

## Chapter 6: Percent

- 6.1 Understanding Percent.....6.RP.A.3c ■
- 6.2 Fractions, Decimals, and Percents.....6.RP.A.3c ■
- 6.3 Percent of a Quantity.....6.RP.A.3c ■
- 6.4 Real-World Problems: Percent.....6.RP.A.3c ■

## Chapter 7: Algebraic Expressions

- 7.1 Using Letters to Represent Numbers.....6.EE.A.2 ■, 6.EE.A.2a ■, 6.EE.A.2b ■
- 7.2 Evaluating Algebraic Expressions.....6.EE.A.2 ■, 6.EE.A.2c ■
- 7.3 Simplifying Algebraic Expressions.....6.EE.A.3 ■, 6.EE.A.4 ■
- 7.4 Expanding and Factoring Algebraic Expressions.....6.EE.A.3 ■, 6.EE.A.4 ■
- 7.5 Real-World Problems: Algebraic Expressions.....6.EE.B.6 ■

## Chapter 8: Equations and Inequalities

- 8.1 Solving Algebraic Equations.....6.EE.B.5 ■
- 8.2 Writing Linear Equations.....6.EE.B.7 ■, 6.EE.C.9 ■, 6.RP.A.3a ■
- 8.3 Real-World Problems: Equations.....6.EE.B.6 ■, 6.EE.B.7 ■
- 8.4 Solutions of Simple Inequalities.....6.EE.B.5 ■, 6.EE.B.8 ■
- 8.5 Real-World Problems: Inequalities.....6.EE.B.6 ■, 6.EE.B.8 ■

## Chapter 9: The Coordinate Plane

- 9.1 Points on a Coordinate Plane.....6.NS.C.6 ■, 6.NS.C.6b ■, 6.NS.C.6c ■, 6.G.A.3 □
- 9.2 Lengths of Line Segments.....6.G.A.3 □
- 9.3 Real-World Problems: Graphing.....6.NS.C.8 ■, 6.EE.A.2a 6.EE.C.9 ■

## Chapter 10: Area of Polygons

- 10.1 Area of Triangles.....6.G.A.1 □, 6.EE.A.2c ■
- 10.2 Area of Parallelograms and Trapezoids.....6.G.A.1 □, 6.EE.A.2c ■
- 10.3 Area of Other Polygons.....6.G.A.1 □, 6.EE.A.2c ■

## Chapter 11: Surface Area and Volume of Solids

- 11.1 Prisms and Pyramids.....6.G.A.4 □
- 11.2 Surface Area of Solids.....6.G.A.4 □, 6.EE.A.2c ■
- 11.3 Volume of Rectangular Prisms.....6.G.A.2 □, 6.EE.A.2c ■
- 11.4 Real-World Problems: Surface Area and Volume.....6.G.A.2 □, 6.G.A.4 □, 6.EE.A.2c ■

## Chapter 12: Introduction to Statistics

- 12.1 Collecting and Tabulating Data.....6.SP.A.1 ○, 6.SP.B.5a ○, 6.SP.B.5b ○
- 12.2 Dot Plots.....6.SP.A.2 ○, 6.SP.B.4 ○
- 12.3 Histograms.....6.SP.B.4 ○

## Chapter 13: Measures of Central Tendency and Variability

- 13.1 Mean.....6.SP.A.1 ○, 6.SP.A.3 ○, 6.SP.B.5a ○, 6.SP.B.5c ○
- 13.2 Median.....6.SP.A.2 ○, 6.SP.A.3 ○, 6.SP.B.5a ○, 6.SP.B.5c ○
- 13.3 Mode.....6.SP.A.2 ○, 6.SP.A.3 ○, 6.SP.B.5a ○
- 13.4 Interpreting Quartiles and Interquartile Range.....6.SP.A.2 ○, 6.SP.B.5c ○
- 13.5 Box Plots and Mean Absolute Deviation.....6.SP.A.2 ○, 6.SP.B.4 ○, 6.SP.B.5c ○
- 13.6 Real-World Problems: Measures of Central Tendency and Variability.....6.SP.A.3 ○, 6.SP.B.5d ○

CCSS	CCSS Descriptor	Section Number
6.RP.A.1 ■	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	4.1
6.RP.A.2 ■	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	5.1
6.RP.A.3 ■	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	4.3, 5.1, 5.2, 5.3, 5.4, 5.5
6.RP.A.3a ■	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	4.2, 8.2
6.RP.A.3b ■	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	5.2, 5.3, 5.4, 5.5
6.RP.A.3c ■	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	6.1, 6.2, 6.3, 6.4
6.RP.A.3d ■	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	4.1
6.NS.A.1 ■	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$ . (In general, $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	3.1, 3.2
6.NS.B.2 ○	Fluently divide multi-digit numbers using the standard algorithm.	3.5
6.NS.B.3 ○	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	3.3, 3.4, 3.5, 3.6
6.NS.B.4 ○	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .	1.1, 1.2
6.NS.C.5 ■	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	2.2

6.NS.C.6 ■	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates	2.1, 2.2, 9.1
6.NS.C.6a ■	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite.	2.1, 2.2
6.NS.C.6b ■	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	9.1
6.NS.C.6c ■	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2.1, 2.2, 9.1
6.NS.C.7 ■	Understand ordering and absolute value of rational numbers.	2.1, 2.2, 2.3
6.NS.C.7a ■	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.	2.1, 2.2
6.NS.C.7b ■	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .	2.2
6.NS.C.7c ■	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of $-30$ dollars, write $ -30  = 30$ to describe the size of the debt in dollars.	2.3
6.NS.C.7d ■	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than $-30$ dollars represents a debt greater than 30 dollars.	2.3
6.NS.C.8 ■	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	9.3
6.EE.A.1 ■	Write and evaluate numerical expressions involving whole-number exponents.	1.3
6.EE.A.2 ■	Write, read, and evaluate expressions in which letters stand for numbers.	7.1, 7.2
6.EE.A.2a ■	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract $y$ from 5" as $5 - y$ .	7.1
6.EE.A.2b ■	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	7.1



6.EE.A.2c ■	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i>	7.2, 9.3, 10.1, 10.2, 10.3, 11.2, 11.3, 11.4
6.EE.A.3 ■	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i>	7.3, 7.4
6.EE.A.4 ■	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i>	7.3, 7.4
6.EE.B.5 ■	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	8.1, 8.4
6.EE.B.6 ■	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	7.5, 8.3, 8.5
6.EE.B.7 ■	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	8.2, 8.3
6.EE.B.8 ■	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	8.4, 8.5
6.EE.C.9 ■	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i>	8.2, 9.3
6.G.A.1 □	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	10.1, 10.2, 10.3
6.G.A.2 □	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	11.3, 11.4
6.G.A.3 □	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	9.1, 9.2

6.G.A.4 □	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	11.1, 11.2, 11.4
6.SP.A.1 ○	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>	12.1
6.SP.A.2 ○	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	12.2, 13.1, 13.2, 13.3, 13.4, 13.5
6.SP.A.3 ○	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	13.1, 13.2, 13.3, 13.6
6.SP.B.4 ○	Display numerical data in plots on a number line, including dot plots, histograms, and box plots	12.2, 12.3, 13.5
6.SP.B.5 ○	Summarize numerical data sets in relation to their context, such as by:	
6.SP.B.5a ○	Reporting the number of observations.	12.1, 13.1, 13.2, 13.3
6.SP.B.5b ○	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	12.1
6.SP.B.5c ○	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	13.1, 13.2, 13.4, 13.5
6.SP.B.5d ○	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	13.6



## Math in Focus 2020 Comprehensive Alignment to CCSS: Course 2

Key: Major ■, Supporting □, or Additional ○

### Chapter 1: Rational Numbers

- 1.1 Representing Rational Numbers on a Number Line.....7.NS.A.1 ■, 7.NS.A.2b ■
- 1.2 Writing Rational Numbers as Decimals.....7.NS.A.2d ■
- 1.3 Adding Integers.....7.NS.A.1a ■, 7.NS.A.1b ■, 7.NS.A.1d ■
- 1.4 Subtracting Integers.....7.NS.A.1c ■, 7.NS.A.1d ■
- 1.5 Multiplying and Dividing Integers.....7.NS.A.2a ■, 7.NS.A.2b ■
- 1.6 Order of Operations with Integers.....7.NS.A.3 ■, 7.EE.B.3 ■
- 1.7 Operations with Fractions and Mixed Numbers.....7.NS.A.1 ■, 7.NS.A.2 ■, 7.NS.A.3 ■, 7.EE.B.3 ■
- 1.8 Operations with Decimals.....7.NS.A.1d ■, 7.NS.A.2c ■, 7.EE.B.3 ■

### Chapter 2: Algebraic Expressions

- 2.1 Adding Algebraic Terms.....7.EE.A.1 ■
- 2.2 Subtracting Algebraic Terms.....7.EE.A.1 ■
- 2.3 Simplifying Algebraic Expressions.....7.EE.A.1 ■
- 2.4 Expanding Algebraic Expressions.....7.EE.A.1 ■
- 2.5 Factoring Algebraic Expressions.....7.EE.A.1 ■
- 2.6 Writing Algebraic Expressions.....7.EE.A.2 ■
- 2.7 Real-World Problems: Algebraic Reasoning.....7.EE.A.3 ■, 7.EE.A.4 ■

### Chapter 3: Algebraic Equations and Inequalities

- 3.1 Identifying Equivalent Equations.....7.EE.A.1 ■
- 3.2 Solving Algebraic Equations .....7.EE.B.4 ■
- 3.3 Real-World Problems: Algebraic Equations.....7.EE.B.4a ■
- 3.4 Solving Algebraic Inequalities.....7.EE.B.4 ■
- 3.5 Real-World Problems: Algebraic Inequalities.....7.EE.B.4b ■

### Chapter 4: Proportion and Percent of Change

- 4.1 Identifying Direct Proportion.....7.RP.A.1 ■, 7.RP.A.2 ■, 7.RP.A.2a ■, 7.RP.A.2b ■, 7.RP.A.2c ■
- 4.2 Representing Direct Proportion Graphically.....7.RP.A.2 ■, 7.RP.A.2a ■, 7.RP.A.2b ■, 7.RP.A.2c ■, 7.RP.A.2d ■
- 4.3 Real-World Problems: Direct Proportion.....7.RP.A.2 ■, 7.RP.A.2b ■, 7.RP.A.2c ■
- 4.4 Identifying Inverse Proportion.....7.RP.A.2 ■, 7.RP.A.2a ■, 7.RP.A.2b ■, 7.RP.A.2c ■, 7.RP.A.2d ■
- 4.5 Percent Increase and Decrease.....7.RP.A.3 ■
- 4.6 Real-World Problems: Percent Increase and Decrease.....7.RP.A.3 ■

### Chapter 5: Angle Properties and Straight Lines

- 5.1 Complementary, Supplementary, and Adjacent Angles.....7.G.B.5 ○
- 5.2 Angles That Share a Vertex.....7.G.B.5 ○
- 5.3 Alternate Interior, Alternate Exterior, and Corresponding Angles.....7.G.B.5 ○
- 5.4 Interior and Exterior Angles.....7.G.B.5 ○

### Chapter 6: Geometric Construction

- 6.1 Constructing Triangles.....7.G.A.2 ○
- 6.2 Scale Drawings and Lengths.....7.G.A.1 ○
- 6.3 Scale Drawings and Areas.....7.G.A.1 ○

## **Chapter 7: Circumference, Area, Volume, and Surface Area**

- 7.1 Radius, Diameter, and Circumference of a Circle.....7.G.B.4 ○
- 7.2 Area of a Circle.....7.G.B.4 ○
- 7.3 Real-World Problems: Circles.....7.G.B.4 ○
- 7.4 Area of Composite Figures.....7.G.B.6 ○
- 7.5 Volume of Prisms.....7.G.A.3 ○, 7.G.B.6 ○
- 7.6 Real-World Problems: Surface Area and Volume.....7.G.B.6 ○

## **Chapter 8: Statistics and Probability**

- 8.1 Random Sampling Methods.....7.SP.A.1 ○
- 8.2 Making Inferences About Populations.....7.SP.A.2 □, 7.SP.B.3 ○, 7.SP.B.4 ○
- 8.3 Defining Outcomes, Events, and Sample Space.....7.SP.C.7a □
- 8.4 Finding Probability of Events.....7.SP.C.5 □, 7.SP.C.7 □, 7.SP.C.7a □
- 8.5 Approximating Probability and Relative Frequency.....7.SP.C.6 □
- 8.6 Developing Probability Models.....7.SP.C.7 □, 7.SP.C.7a □, 7.SP.C.7b □

## **Chapter 9: Probability of Compound Events**

- 9.1 Compound Events.....7.SP.C.8a □, 7.SP.C.8b □
- 9.2 Probability of Compound Events.....7.SP.C.8 □
- 9.3 Independent Events.....7.SP.C.8 □, 7.SP.C.8c □
- 9.4 Dependent Events.....7.SP.C.8 □

CCSS	CCSS Descriptor	Section Number
7.RP.A.1 ■	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i>	4.1
7.RP.A.2 ■	Recognize and represent proportional relationships between quantities.	4.1, 4.2, 4.3, 4.4
7.RP.A.2a ■	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	4.1, 4.2, 4.4
7.RP.A.2b ■	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	4.1, 4.2, 4.3, 4.4
7.RP.A.2c ■	Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>	4.1, 4.2, 4.3, 4.4
7.RP.A.2d ■	Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.	4.2, 4.4
7.RP.A.3 ■	Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	4.5, 4.6
7.NS.A.1 ■	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	1.1, 1.7
7.NS.A.1a ■	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	1.3
7.NS.A.1b ■	Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	1.3
7.NS.A.1c ■	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	1.4
7.NS.A.1d ■	Apply properties of operations as strategies to add and subtract rational numbers.	1.3, 1.4, 1.8
7.NS.A.2 ■	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	1.7

7.NS.A.2a ■	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	1.5
7.NS.A.2b ■	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.	1.1, 1.5
7.NS.A.2c ■	Apply properties of operations as strategies to multiply and divide rational numbers.	1.8
7.NS.A.2d ■	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	1.2
7.NS.A.3 ■	Solve real-world and mathematical problems involving the four operations with rational numbers.	1.6, 1.7
7.EE.A.1 ■	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	2.1, 2.2, 2.3, 2.4, 2.5, 3.1
7.EE.A.2 ■	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	2.6
7.EE.B.3 ■	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is 27 $1/2$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	1.6, 1.7, 1.8, 2.7
7.EE.B.4 ■	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	2.7, 3.2, 3.4
7.EE.B.4a ■	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	3.3
7.EE.B.4b ■	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	3.5
7.G.A.1 ○	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	6.2, 6.3



7.G.A.2 ○	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	6.1
7.G.A.3 ○	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	7.5
7.G.B.4 ○	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	7.1, 7.2, 7.3
7.G.B.5 ○	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	5.1, 5.2, 5.3, 5.4
7.G.B.6 ○	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	7.4, 7.5, 7.6
7.SP.A.1 □	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	8.1
7.SP.A.2 □	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	8.2
7.SP.B.3 ○	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	8.2
7.SP.B.4 ○	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	8.2
7.SP.C.5 □	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	8.4
7.SP.C.6 □	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	8.5
7.SP.C.7 □	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	8.4, 8.6

7.SP.C.7a <input type="checkbox"/>	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	8.3, 8.4, 8.6
7.SP.C.7b <input type="checkbox"/>	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	8.6
7.SP.C.8 <input type="checkbox"/>	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	9.2, 9.4
7.SP.C.8a <input type="checkbox"/>	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	9.1
7.SP.C.8b <input type="checkbox"/>	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	9.1
7.SP.C.8c <input type="checkbox"/>	Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	9.3



Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

## Chapter 1: The Real Number System

- 1.1 Introducing Irrational Numbers.....8.NS.A.1 □, 8.NS.A.2 □
- 1.2 Introducing the Real Number System.....8.NS.A.2 □
- 1.3 Introducing Significant Digits.....8.NS.A.1 ▲

## Chapter 2: Exponents

- 2.1 Exponential Notation.....8.EE.A.1 ■
- 2.2 The Product and the Quotient of Powers.....8.EE.A.1 ■
- 2.3 The Power of a Power.....8.EE.A.1 ■
- 2.4 The Power of a Product and the Power of a Quotient.....8.EE.A.1 ■
- 2.5 Zero and Negative Exponents.....8.EE.A.1 ■
- 2.6 Real-World Problems: Squares and Cubes.....8.EE.A.2 ■

## Chapter 3: Scientific Notation

- 3.1 Understanding Scientific Notation.....8.EE.A.3 ■
- 3.2 Adding and Subtracting in Scientific Notation.....8.EE.A.4 ■
- 3.3 Multiplying and Dividing in Scientific Notation.....8.EE.A.3 ■

\*Foundational standards are developed to mastery within each section as other concepts and skills are explored. These foundational standards may not be identified in the Teacher Edition but will be added in the future.

## Chapter 4: Linear Equations and Inequalities

- 4.1 Solving Linear Equations With One Variable.....8.EE.C.7 ■, 8.EE.C.7b ■
- 4.2 Identifying the Number of Solutions to a Linear Equation.....8.EE.C.7 ■, 8.EE.C.7a ■
- 4.3 Understanding Linear Equations With Two Variables.....8.EE.C.7 ■, 8.EE.C.7b ■
- 4.4 Solving for a Variable in a Two-Variable Linear Equation.....8.EE.C.7 ■, 8.EE.C.7b ■
- 4.5 Solving Linear Inequalities With One Variable.....8.EE.C.7▲, 8.EE.C.7b▲

## Chapter 5: Lines and Linear Equations

- 5.1 Finding and Interpreting Slopes of Lines.....8.EE.B.6 ■
- 5.2 Understanding Slope-Intercept Form.....8.EE.B.6 ■
- 5.3 Writing Linear Equations.....8.EE.B.6 ■
- 5.4 Sketching Graphs of Linear Equations.....8.EE.B.6 ■
- 5.5 Real-World Problems: Linear Equations .....8.EE.B.5 ■

## Chapter 6: Systems of Linear Equations

- 6.1 Introduction to Systems of Linear Equations.....8.EE.C.8 ■, 8.EE.C.8a ■
- 6.2 Solving Systems of Linear Equations Using Algebraic Methods.....8.EE.C.8 ■, 8.EE.C.8b ■
- 6.3 Real-World Problems: Systems of Linear Equations .....8.EE.C.8 ■, 8.EE.C.8c ■
- 6.4 Solving Systems of Linear Equations by Graphing.....8.EE.C.8 ■, 8.EE.C.8a ■
- 6.5 Inconsistent and Dependent Systems of Linear Equations .....8.EE.C.8 ■, 8.EE.C.8b ■

## Chapter 7: Functions

- 7.1 Understanding Relations and Functions.....8.F.A.1 ■
- 7.2 Representing Functions.....8.F.A.1 ■
- 7.3 Understanding Linear and Nonlinear Functions.....8.F.A.3 ■, 8.F.B.4 ■, 8.F.B.5 ■
- 7.4 Comparing Two Functions.....8.F.A.2 ■

## Chapter 8: The Pythagorean Theorem

- 8.1 Understanding the Pythagorean Theorem and Plane Figures.....8.G.B.6 ■, 8.G.B.7 ■
  - 8.2 Understanding the Distance Formula.....8.G.B.8 ■
  - 8.3 Understanding the Pythagorean Theorem and Solids.....8.G.B.7 ■
- ## Chapter 9: Geometric Transformations
- 9.1 Translations.....8.G.A.3 ■
  - 9.2 Reflections.....8.G.A.3 ■
  - 9.3 Rotations.....8.G.A.3 ■
  - 9.4 Dilations.....8.G.A.3 ■
  - 9.5 Comparing Transformations.....8.G.A.1 ■, 8.G.A.1a ■, 8.G.A.1b ■, 8.G.A.1c ■

## Chapter 10: Congruence and Similarity

- 10.1 Understanding and Applying Congruent Figures
- 10.2 Understanding and Applying Similar Figures.....8.G.A.5 ■
- 10.3 Relating Congruent and Similar Figures to Geometric Transformations.....8.G.A.2 ■, 8.G.A.4 ■

## Chapter 11: Volume and Surface Area

- 11.1 Recognizing Cylinders, Cones, Spheres, and Pyramids.....8.G.C.9 ○
- 11.2 Finding Volumes and Surface Areas of Cylinders.....8.G.C.9 ○
- 11.3 Finding Volumes and Surface Areas of Pyramids and Cones.....8.G.C.9 ○
- 11.4 Finding Volumes and Surface Areas of Spheres.....8.G.C.9 ○
- 11.5 Real World Problems: Composite Solids.....8.G.C.9 ○

**Mathematics :: a. Scope and Sequence Documents - Math Questions 2  
and 3 Part 1**

Gateway Lab Charter School

Modification Report

Rationale for Adoption of Math in Focus 2020 Program

Joseph M Menna, MS Ed, EdD (ABD), Math Instructional Specialist/Coach

1. The special instructional needs of the Gateway Lab School Community where 51% of student body has an IEP or 504 educational support (220/2021 school year). Students need concrete and visual instructional based educational aids and pedagogy to bridge the gap toward mathematical concepts and abstract thinking.
2. Math in Focus' stated instructional goals: "to ensure children's ability to achieve mastery of mathematics concepts, computational skills, problem-solving skills, and application of mathematics activities in daily life."
3. Math in Focus' research-based approach to their program from educational researchers including: Piaget, Dr. Jerome Bruner, and Richard Skemp. These researchers lend to the concrete-visual-abstract progression of the MIF program geared to child development at various stages, so germane to the GLS community of learners:

of "The most significant theory, which has been adopted for writing the Math in Focus series, is Bruner's theory on the representations of mathematical concepts according to different levels of children's thinking. The representation based on the concrete, pictorial, and abstract (CPA) is adopted in the whole series. Bruner's theory parallels Piaget's stages of development theory. Children at a certain age, in general, can only conceptualize mathematical concepts depending on their level of mental development. In this aspect, Bruner's idea was to emphasize concrete representation, which is in accord with some children's ability to understand mathematical concepts at the early stages. Research shows that children cannot depend too much on concrete representation, as they need to move on to the next level so that they can conceptualize abstract (complicated) situations using pictorial representation"

4. The 2020 Revised Edition of MIF is CCSS (Common Core State Standards) aligned in every chapter and activity in every grade. Further, it is aligned to the Essential Practices of Math Instruction from the CCSS and NCTM (National Council of Teachers of Mathematics). Artifacts of CCSS supplied.

Notes:

[https://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif\\_underpinning\\_concept\\_lr.pdf](https://www.hmhco.com/~media/sites/home/education/global/pdf/white-papers/mathematics/elementary/math-in-focus/mif_underpinning_concept_lr.pdf)





## Math in Focus 2020 Comprehensive Alignment to CCSS: Grade 3

Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

### Chapter 1: Numbers to 10,000

- 1.1 Counting to 10,000
- 1.2 Place Value
- 1.3 Comparing and Ordering Numbers
- 1.4 Rounding Numbers to the Nearest Ten.....3.NBT.A.1 ○
- 1.5 Rounding Numbers to the Nearest Hundred.....3.NBT.A.1 ○

### Chapter 2: Addition Within 10,000

- 2.1 Addition Patterns.....3.OA.D.9 ■
- 2.2 Mental Addition.....3.OA.D.9 ▲
- 2.3 Adding Fluently Within 1,000.....3.NBT.A.2 ○
- 2.4 Adding Without Regrouping.....3.OA.D.8 ■
- 2.5 Adding with Regrouping.....3.OA.D.8 ■
- 2.6 Real-World Problems: Addition .....3.OA.D.8 ■, 3.NBT.A.1 ○

### Chapter 3: Subtraction Within 10,000

- 3.1 Mental Subtraction.....3.OA.D.9 ▲
- 3.2 Subtracting Fluently Within 1,000.....3.NBT.A.2 ○
- 3.3 Subtracting Without Regrouping.....3.OA.D.8 ■
- 3.4 Subtracting with Regrouping.....3.OA.D.8 ■
- 3.5 Real-World Problems: Subtraction.....3.OA.D.8 ■, 3.NBT.A.1 ○

\* Foundational standards are developed to mastery within each section as other concepts and skills are explored. These foundational standards may not be identified in the Teacher Edition but will be added in the future.

## Chapter 4: Multiplication Tables

4.1 Multiplying by 6.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.2 Multiplying by 7.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.3 Multiplying by 8.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.4 Multiplying by 9.....	3.OA.A.1 ■, 3.OA.A.4 ■, 3.OA.B.5 ■, 3.OA.C.7 ■
4.5 Multiplying by 11.....	3.OA.B.5 ■
4.6 Multiplying by 12.....	3.OA.B.5 ■
4.7 Multiplication Patterns.....	3.OA.D.9 ■
4.8 Dividing Using Multiplication Facts.....	3.OA.A.2 ■, 3.OA.A.4 ■, 3.OA.B.6 ■, 3.OA.C.7 ■

## Chapter 5: Multiplication

5.1 Multiplying Using Models.....	3.OA.A.3 ■
5.2 Multiplying Without Regrouping.....	3.NBT.A.3 ○
5.3 Multiplying with Regrouping.....	3.NBT.A.3 ○

## Chapter 6: Using Bar Models: The Four Operations

6.1 Real-World Problems: Multiplication.....	3.OA.A.3 ■
6.2 Real-World Problems: Division.....	3.OA.A.3 ■
6.3 Real-World Problems: Four Operations.....	3.OA.D.8 ■

## Chapter 7: Fractions

7.1 Understanding Unit Fractions.....	3.NF.A.1 ■, 3.G.A.2 □
7.2 Fractions as Part of a Whole.....	3.NF.A.1 ■, 3.NF.A.2 ■, 3.NF.A.2a ■, 3.NF.A.2b ■, 3.NF.A.3c ■
7.3 Fractions as Part of a Set.....	3.G.A.2 □
7.4 Understanding Equivalent Fractions.....	3.NF.A.2 ■, 3.NF.A.2a ■, 3.NF.A.2b ■, 3.NF.A.3 ■, 3.NF.A.3a ■, 3.NF.A.3b ■
7.5 Comparing Fractions.....	3.NF.A.3d ■, 3.G.A.2 □

## Chapter 8: Measurement

- 8.1 Mass: Kilograms and Grams.....3.MD.A.2 ■
- 8.2 Liquid Volume: Liters and Milliliters.....3.MD.A.2 ■
- 8.3 Real-World Problems: One-Step Problems.....3.MD.A.2 ■

## Chapter 9: Area and Perimeter

- 9.1 Area.....3.MD.C.5 ■, 3.MD.C.5a ■, 3.MD.C.5b ■, 3.MD.C.6 ■
- 9.2 Square Units (cm<sup>2</sup> and in<sup>2</sup>).....3.MD.C.6 ■
- 9.3 Square Units (m<sup>2</sup> and ft<sup>2</sup>).....3.MD.C.6 ■
- 9.4 Perimeter and Area.....3.MD.C.6 ■, 3.MD.C.7 ■, 3.MD.C.7a ■, 3.MD.C.7b ■, 3.MD.C.7c ■, 3.MD.C.7d ■, 3.MD.D.8 ○
- 9.5 More Perimeter.....3.MD.D.8 ○

## Chapter 10: Time

- 10.1 Telling Time.....3.MD.A.1 ■
- 10.2 Converting Hours and Minutes.....3.MD.A.1 ▲
- 10.3 Elapsed Time.....3.MD.A.1 ■

## Chapter 11: Graphs and Line Plots

- 11.1 Making Picture Graphs with Scales.....3.MD.B.3 □
- 11.2 Making Bar Graphs with Scales.....3.MD.B.3 □
- 11.3 Reading and Interpreting Bar Graphs.....3.MD.B.3 □
- 11.4 Line Plots and Estimation.....3.MD.B.4 □

## Chapter 12: Angles, Lines, and Two-Dimensional Figures

- 12.1 Introducing Angles
- 12.2 Introducing Perpendicular and Parallel Lines
- 12.3 Polygons.....3.G.A.1 □

<b>CCSS</b>	<b>CCSS Descriptor</b>	<b>Section Number</b>
3.OA.A.1 ■	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.	4.1, 4.2, 4.3, 4.4
3.OA.A.2 ■	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	4.8
3.OA.A.3 ■	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	5.1, 6.1, 6.2
3.OA.A.4 ■	Determine the unknown whole number in a multiplication or division equation relating three whole numbers.	4.1, 4.2, 4.3, 4.4, 4.8
3.OA.B.5 ■	Apply properties of operations as strategies to multiply and divide.	4.1, 4.2, 4.3, 4.4, 4.5, 4.6
3.OA.B.6 ■	Understand division as an unknown-factor problem.	4.8
3.OA.C.7 ■	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	4.1, 4.2, 4.3, 4.4, 4.8
3.OA.D.8 ■	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	2.4, 2.5, 2.6, 3.3, 3.4, 3.5, 6.3
3.OA.D.9 ■	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	2.1, 2.2▲, 3.1▲, 4.7
3.NBT.A.1 ○	Use place value understanding to round whole numbers to the nearest 10 or 100.	1.4, 1.5, 2.6, 3.5
3.NBT.A.2 ○	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	2.3, 3.2
3.NBT.A.3 ○	Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.	5.2, 5.3
3.NF.A.1 ■	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts;	7.1, 7.2

	understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .	
3.NF.A.2 ■	Understand a fraction as a number on the number line; represent fractions on a number line diagram.	7.2, 7.4
3.NF.A.2a ■	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.	7.2, 7.4
3.NF.A.2b ■	Represent a fraction $a/b$ on a number line diagram by marking off $a$ lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.	7.2, 7.4
3.NF.A.3 ■	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	7.4
3.NF.A.3a ■	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	7.4
3.NF.A.3b ■	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.	7.4
3.NF.A.3c ■	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	7.2
3.NF.A.3d ■	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	7.5
3.MD.A.1 ■	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	10.1, 10.2▲, 10.3
3.MD.A.2 ■	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	8.1, 8.2, 8.3
3.MD.B.3 □	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	11.1, 11.2, 11.3
3.MD.B.4 □	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	11.4
3.MD.C.5 ■	Recognize area as an attribute of plane figures and understand concepts of area measurement.	9.1

3.MD.C.5a ■	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	9.1
3.MD.C.5b ■	A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.	9.1
3.MD.C.6 ■	Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	9.1, 9.2, 9.3, 9.4
3.MD.C.7 ■	Relate area to the operations of multiplication and addition.	9.4
3.MD.C.7a ■	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	9.4
3.MD.C.7b ■	Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	9.4
3.MD.C.7c ■	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.	9.4
3.MD.C.7d ■	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	9.4
3.MD.D.8 ○	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	9.4
3.G.A.1 □	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	12.3
3.G.A.2 □	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	7.1, 7.3, 7.5

Math in Focus 2020 Comprehensive Alignment to CCSS: Grade 4

Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

**Chapter 1: Working with Whole Numbers**

- 1.1 Numbers to 100,000.....4.NBT.A.1 ■, 4.NBT.A.2 ■
- 1.2 Numbers to 1,000,000.....4.NBT.A.1 ■, 4.NBT.A.2 ■
- 1.3 Comparing and Ordering Numbers.....4.NBT.A.2 ■, 4.OA.C.5 ○
- 1.4 Adding and Subtracting Multi-Digit Numbers.....4.NBT.B.4 ■
- 1.5 Rounding and Estimating.....4.NBT.A.3 ■
- 1.6 Real-World Problems: Addition and Subtraction.....4.OA.A.3 ■

**Chapter 2: Multiplication and Division**

- 2.1 Multiplying by a 1-Digit or 2-Digit Number.....4.NBT.B.5 ■
- 2.2 Quotient and Remainder.....4.NBT.B.6 ■
- 2.3 Dividing by a 1-Digit Number.....4.NBT.B.6 ■
- 2.4 Real-World Problems: Multiplication and Division.....4.OA.A.2 ■, 4.OA.A.3 ■
- 2.5 Factors.....4.OA.B.4 □
- 2.6 Multiples.....4.OA.A.1 ■, 4.OA.B.4 □
- 2.7 Real-World Problems: The Four Operations.....4.OA.A.3 ■

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### Chapter 3: Fractions and Mixed Numbers

3.1 Equivalent Fractions.....	4.NF.A.1 ■
3.2 Comparing and Ordering Fractions.....	4.NF.A.2 ■
3.3 Adding and Subtracting Like Fractions.....	4.NF.B.3 ■, 4.NF.B.3a ■
3.4 Mixed Numbers.....	4.NF.B.3 ■, 4.NF.B.3b ■
3.5 Improper Fractions.....	4.NF.B.3 ■, 4.NF.B.3b ■
3.6 Renaming Improper Fractions and Mixed Numbers.....	4.NF.B.3b ■
3.7 Adding and Subtracting Mixed Numbers.....	4.NF.B.3 ■, 4.NF.B.3c ■
3.8 Multiplying Fractions and Whole Numbers.....	4.NF.B.4 ■, 4.NF.B.4a ■, 4.NF.B.4b ■
3.9 Real-World Problems: Fractions.....	4.NF.B.3d ■, 4.NF.B.4c ■, 4.MD.B.4 □

### Chapter 4: Decimals

4.1 Understanding Tenths.....	4.NF.C.6 ■
4.2 Understanding Hundredths.....	4.NF.C.6 ■
4.3 Comparing and Ordering Decimals.....	4.NF.C.7 ■
4.4 Rounding Decimals.....	4.NBT.A.3▲
4.5 Fractions and Decimals.....	4.NF.C.5 ■, 4.NF.C.6 ■

### Chapter 5: Conversion of Measurements

5.1 Length in Customary Units.....	4.MD.A.1 □
5.2 Weight and Volume in Customary Units.....	4.MD.A.1 □
5.3 Real-World Problems: Customary Units of Measure.....	4.MD.A.2 □
5.4 Length in Metric Units.....	4.MD.A.1 □
5.5 Mass and Volume in Metric Units.....	4.MD.A.1 □
5.6 Real-World Problems: Metric Units of Measure.....	4.MD.A.2 □
5.7 Time.....	4.MD.A.1 □

**Chapter 6: Area and Perimeter**

- 6.1 Area and Unknown Sides.....4.MD.A.3 □
- 6.2 Composite Figures.....4.MD.A.3 □
- 6.3 Real-World Problems: Area and Perimeter.....4.MD.A.3 □

**Chapter 7: Angle and Line Segments**

- 7.1 Understanding and Measuring Angles.....4.MD.C.5 ○, 4.MD.C.6 ○
- 7.2 Drawing Angles to 180° .....4.G.A.1 ○, 4.MD.C.6 ○
- 7.3 Turns and Angle Measures.....4.MD.C.5a ○, 4.MD.C.5b ○
- 7.4 Finding Unknown Angles.....4.MD.C.7 ○
- 7.5 Drawing Perpendicular and Parallel Line Segments.....4.G.A.1 ○

**Chapter 8: Polygons and Symmetry**

- 8.1 Classifying Triangles.....4.G.A.2 ○
- 8.2 Classifying Polygons.....4.G.A.2 ○
- 8.3 Symmetric Shapes and Lines of Symmetry.....4.G.A.3 ○
- 8.4 Making Symmetric Shapes and Patterns.....4.G.A.3 ○

**Chapter 9: Tables and Line Graphs**

- 9.1 Making and Interpreting a Table
- 9.2 Using a Table.....4.NBT.B.4 ▲
- 9.3 Line Graphs

CCSS	CCSS Descriptor	Section Number
4.OA.A.1 ■	Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	2.6
4.OA.A.2 ■	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	2.4
4.OA.A.3 ■	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	1.6, 2.4, 2.7
4.OA.B.4 □	Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	2.5, 2.6
4.OA.C.5 ○	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	1.3
4.NBT.A.1 ■	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	1.1, 1.2
4.NBT.A.2 ■	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	1.1, 1.2, 1.3
4.NBT.A.3 ■	Use place value understanding to round multi-digit whole numbers to any place.	1.5, 4.4▲
4.NBT.B.4 ■	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	1.4, 9.2▲
4.NBT.B.5 ■	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2.1
4.NBT.B.6 ■	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	2.2, 2.3

4.NF.A.1 ■	Explain why a fraction $a/b$ is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	3.1
4.NF.A.2 ■	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$ . Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.	3.2
4.NF.B.3 ■	Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ .	3.3, 3.4, 3.5, 3.7
4.NF.B.3a ■	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	3.3
4.NF.B.3b ■	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model.	3.4, 3.5, 3.6
4.NF.B.3c ■	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	3.7
4.NF.B.3d ■	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	3.9
4.NF.B.4 ■	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number	3.8
4.NF.B.4a ■	Understand a fraction $a/b$ as a multiple of $1/b$ .	3.8
4.NF.B.4b ■	Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number.	3.8
4.NF.B.4c ■	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	3.9
4.NF.C.5 ■	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	4.5
4.NF.C.6 ■	Use decimal notation for fractions with denominators 10 or 100.	4.1, 4.2, 4.5
4.NF.C.7 ■	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual model.	4.3

4.MD.A.1 <input type="checkbox"/>	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	5.1, 5.2, 5.4, 5.5, 5.7
4.MD.A.2 <input type="checkbox"/>	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	5.3, 5.6
4.MD.A.3 <input type="checkbox"/>	Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	6.1, 6.2, 6.3
4.MD.B.4 <input type="checkbox"/>	Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}, \frac{1}{4}, \frac{1}{8}$ ). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	3.9
4.MD.C.5 <input type="radio"/>	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	7.1
4.MD.C.5a <input type="radio"/>	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a "one-degree angle," and can be used to measure angles.	7.3
4.MD.C.5b <input type="radio"/>	An angle that turns through $n$ one-degree angles is said to have an angle measure of $n$ degrees.	7.3
4.MD.C.6 <input type="radio"/>	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	7.1, 7.2
4.MD.C.7 <input type="radio"/>	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	7.4
4.G.A.1 <input type="radio"/>	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	7.2, 7.5
4.G.A.2 <input type="radio"/>	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	8.1, 8.2
4.G.A.3 <input type="radio"/>	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	8.3, 8.4

Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

## Chapter 1: Whole Numbers and the Four Operations

- 1.1 Numbers to 10,000,000.....5.NBT.A.1 ■
- 1.2 Multiplying by Tens, Hundreds, Thousands, and Powers of Tens.....5.NBT.A.1 ■, 5.NBT.A.2 ■
- 1.3 Dividing by Tens, Hundreds, or Thousands.....5.NBT.A.1 ■, 5.NBT.A.2 ■
- 1.4 Multiplying and Dividing by 2-Digit Numbers Fluently.....5.NBT.B.5 ■, 5.NBT.B.6 ■
- 1.5 Order of Operations.....5.OA.A.1 ○, 5.OA.A.2 ○
- 1.6 Real-World Problems: Four Operations of Whole Numbers.....5.NBT.B.5 ▲, 5.NBT.B.6 ▲

## Chapter 2: Fractions and Mixed Numbers

- 2.1 Fractions, Mixed Numbers, and Division Expressions.....5.NF.B.3 ■
- 2.2 Adding Unlike Fractions and Mixed Numbers.....5.NF.A.1 ■
- 2.3 Subtracting Unlike Fractions and Mixed Numbers.....5.NF.A.1 ■
- 2.4 Real-World Problems: Fractions and Mixed Numbers.....5.NF.A.2 ■

## Chapter 3: Multiplying and Dividing Fractions and Mixed Numbers

- 3.1 Multiplying Fractions and Whole Numbers.....5.NF.B.4 ■, 5.NF.B.4a ■, 5.NF.B.5b ■
- 3.2 Multiplying Proper Fractions.....5.NF.B.4 ▲, 5.NF.B.4a ▲
- 3.3 Real-World Problems: Multiplying Proper Fractions.....5.NF.B.6 ■
- 3.4 Multiplying Improper Fractions.....5.NF.B.4b ■
- 3.5 Multiplying Mixed Numbers and Whole Numbers.....5.NF.B.4b ■, 5.NF.B.5 ■, 5.NF.B.5a ■
- 3.6 Real-World Problems: Multiplying Mixed Numbers.....5.NF.B.6 ■

\*Foundational standards are developed to mastery within each section as other concepts and skills are explored. These foundational standards may not be identified in the Teacher Edition but will be added in the future.

- 3.7 Dividing Fractions and Whole Numbers.....5.NF.B.7 ■, 5.NF.B.7a ■, 5.NF.B.7b ■
- 3.8 Real-World Problems: Multiplying and Dividing with Fractions.....5.NF.B.7c ■

**Chapter 4: Decimals**

- 4.1 Understanding Thousandths.....5.NBT.A.3 ■, 5.NBT.A.3a ■
- 4.2 Comparing, Ordering, and Rounding Decimals .....5.NBT.A.3b ■, 5.NBT.A.4 ■
- 4.3 Decimals, Fractions, and Mixed Numbers.....5.NBT.A.3 ▲, 5.NBT.A.3a ▲

**Chapter 5: Four Operations of Decimals**

- 5.1 Adding Decimals.....5.NBT.B.7 ■
- 5.2 Subtracting Decimals.....5.NBT.B.7 ■
- 5.3 Multiplying Decimals.....5.NBT.B.7 ■
- 5.4 Multiplying Decimals by Tens, Hundreds, Thousands, and Powers of Tens.....5.NBT.B.7 ■, 5.NBT.A.2 ■
- 5.5 Dividing Decimals.....5.NBT.B.7 ■
- 5.6 Dividing Decimals by Tens, Hundreds, and Thousands.....5.NBT.A.2 ■, 5.NBT.B.7 ■
- 5.7 Estimating Decimals .....5.NBT.B.7 ■
- 5.8 Converting Metric Units.....5.MD.A.1 □
- 5.9 Real-World Problems: Decimals.....5.NBT.B.7 ■

**Chapter 6: Volume**

- 6.1 Building Solids Using Unit Cubes.....5.MD.C.3 ■, 5.MD.C.3a ■
- 6.2 Understanding and Measuring Volume.....5.MD.C.3b ■, 5.MD.C.4 ■
- 6.3 Real-World Problems: Volume of Rectangular Prisms.....5.MD.C.5 ■, 5.MD.C.5a ■, 5.MD.C.5b ■
- 6.4 Real-World Problems: Volume of Composite Solids.....5.MD.C.5c ■

**Chapter 7: Line Plots and the Coordinate Plane**

- 7.1 Making and Interpreting Line Plots.....5.MD.B.2 □
- 7.2 Graphing on a Coordinate Plane.....5.G.A.1 ○, 5.G.A.2 ○
- 7.3 Number Pattern and Graphs.....5.OA.B.3 ○

**Chapter 8: Polygons**

- 8.1 Classifying Triangles.....5.G.B.3 ○
- 8.2 Classifying Polygons.....5.G.B.4 ○

**Chapter 9: Ratio**

- 9.1 Finding Ratio
- 9.2 Equivalent Ratios
- 9.3 Comparing Three Quantities
- 9.4 Real World Problems: Ratio

**Chapter 10: Percent**

- 10.1 Percent
- 10.2 Fractions, Decimals, and Percents
- 10.3 Percent of a Quantity.....5.NF.B.4 ▲
- 10.4 Real World Problems: Percent.....5.NF.B.4 ▲



CCSS	CCSS Descriptor	Section Number
5.OA.A.1 ○	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	1.5
5.OA.A.2 ○	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i>	1.5
5.OA.B.3 ○	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i>	7.3
5.NBT.A.1 ■	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	1.1, 1.2, 1.3
5.NBT.A.2 ■	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	1.2, 1.3, 5.4, 5.6
5.NBT.A.3 ■	Read, write, and compare decimals to thousandths.	4.1, 4.3▲
5.NBT.A.3a ■	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$ .	4.1, 4.3▲
5.NBT.A.3b ■	Compare two decimals to thousandths based on meanings of the digits in each place, using $>$ , $=$ , and $<$ symbols to record the results of comparisons.	4.2
5.NBT.A.4 ■	Use place value understanding to round decimals to any place.	4.2
5.NBT.B.5 ■	Fluently multiply multi-digit whole numbers using the standard algorithm.	1.4, 1.6▲
5.NBT.B.6 ■	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	1.4, 1.6▲
5.NBT.B.7 ■	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9

5.NF.A.1 ■	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example, $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general, $\frac{a}{b} + \frac{c}{d} = \frac{(ad + bc)}{bd}$ .)	2.2, 2.3
5.NF.A.2 ■	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$ , by observing that $\frac{3}{7} < \frac{1}{2}$ .	2.4
5.NF.B.3 ■	Interpret a fraction as division of the numerator by the denominator ( $\frac{a}{b} = a \div b$ ). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$ . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	2.1
5.NF.B.4 ■	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	3.1, 3.2▲, 10.3▲, 10.4▲
5.NF.B.4a ■	Interpret the product $(\frac{a}{b}) \times q$ as a parts of a partition of $q$ into $b$ equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$ . For example, use a visual fraction model to show $(\frac{2}{3}) \times 4 = \frac{8}{3}$ , and create a story context for this equation. Do the same with $(\frac{2}{3}) \times (\frac{4}{5}) = \frac{8}{15}$ . (In general, $(\frac{a}{b}) \times (\frac{c}{d}) = \frac{(ac)}{(bd)}$ .)	3.1, 3.2▲
5.NF.B.4b ■	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	3.4, 3.5
5.NF.B.5 ■	Interpret multiplication as scaling (resizing), by:	3.5
5.NF.B.5a ■	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	3.5
5.NF.B.5b ■	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $\frac{a}{b} = \frac{(n \times a)}{(n \times b)}$ to the effect of multiplying $\frac{a}{b}$ by 1.	3.1
5.NF.B.6 ■	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	3.3, 3.6
5.NF.B.7 ■	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	3.7
5.NF.B.7a ■	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(\frac{1}{3}) \div 4$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(\frac{1}{3}) \div 4 = \frac{1}{12}$ because $(\frac{1}{12}) \times 4 = \frac{1}{3}$ .	3.7

5.NF.B.7b ■	Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$ , and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$ .	3.7
5.NF.B.7c ■	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?	3.8
5.MD.A.1 □	Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.	5.8
5.MD.B.2 □	Make a line plot to display a data set of measurements in fractions of a unit ( $1/2, 1/4, 1/8$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.	7.1
5.MD.C.3 ■	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	6.1
5.MD.C.3a ■	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	6.1
5.MD.C.3b ■	A solid figure which can be packed without gaps or overlaps using $n$ unit cubes is said to have a volume of $n$ cubic units.	6.2
5.MD.C.4 ■	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	6.2
5.MD.C.5 ■	Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	6.3
5.MD.C.5a ■	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	6.3
5.MD.C.5b ■	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	6.3
5.MD.C.5c ■	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	6.4
5.G.A.1 ○	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that	7.2

	the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	
5.G.A.2 ○	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	7.2
5.G.B.3 ○	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.	8.1
5.G.B.4 ○	Classify two-dimensional figures in a hierarchy based on properties.	8.2



Key: Major ■, Supporting □, or Additional ○

## Chapter 1: Whole Numbers, Prime Numbers, and Prime Factorization

- 1.1 Prime Factorization.....6.NS.B.4 ○
- 1.2 Common Factors and Multiples.....6.NS.B.4 ○
- 1.3 Squares and Cubes.....6.EE.A.1 ■

## Chapter 2: Number Lines and Negative Numbers

- 2.1 The Number Line.....6.NS.C.6 ■, 6.NS.C.6a ■, 6.NS.C.6c ■, 6.NS.C.7 ■, 6.NS.C.7a ■
- 2.2 Negative Numbers.....6.NS.C.5 ■, 6.NS.C.6 ■, 6.NS.C.6a ■, 6.NS.C.6c ■, 6.NS.C.7 ■, 6.NS.C.7a ■, 6.NS.C.7b ■
- 2.3 Absolute Value.....6.NS.C.7 ■, 6.NS.C.7c ■, 6.NS.C.7d ■

## Chapter 3: Fractions and Decimals

- 3.1 Dividing Fractions .....6.NS.A.1 ■
- 3.2 Real-World Problems: Fractions.....6.NS.A.1 ■
- 3.3 Adding and Subtracting Decimals Fluently.....6.NS.B.3 ○
- 3.4 Multiplying Decimals Fluently.....6.NS.B.3 ○
- 3.5 Dividing Decimals Fluently.....6.NS.B.2 ○, 6.NS.B.3 ○
- 3.6 Real-World Problems: Decimals.....6.NS.B.3 ○

## Chapter 4: Ratio

- 4.1 Comparing Two Quantities.....6.RP.A.1 ■, 6.RP.A.3d ■
- 4.2 Equivalent Ratios.....6.RP.A.3a ■
- 4.3 Real-World Problems: Ratios.....6.RP.A.3 ■

## Chapter 5: Rates and Speed

- 5.1 Rates and Unit Rates.....6.RP.A.2 ■, 6.RP.A.3 ■
- 5.2 Real-World Problems: Rates and Unit Rates.....6.RP.A.3 ■, 6.RP.A.3b ■
- 5.3 Distance and Speed.....6.RP.A.3 ■, 6.RP.A.3b ■
- 5.4 Average Speed.....6.RP.A.3 ■, 6.RP.A.3b ■
- 5.5 Real-World Problems: Speed and Average Speed.....6.RP.A.3 ■, 6.RP.A.3b ■

## Chapter 6: Percent

- 6.1 Understanding Percent.....6.RP.A.3c ■
- 6.2 Fractions, Decimals, and Percents.....6.RP.A.3c ■
- 6.3 Percent of a Quantity.....6.RP.A.3c ■
- 6.4 Real-World Problems: Percent.....6.RP.A.3c ■

## Chapter 7: Algebraic Expressions

- 7.1 Using Letters to Represent Numbers.....6.EE.A.2 ■, 6.EE.A.2a ■, 6.EE.A.2b ■
- 7.2 Evaluating Algebraic Expressions.....6.EE.A.2 ■, 6.EE.A.2c ■
- 7.3 Simplifying Algebraic Expressions.....6.EE.A.3 ■, 6.EE.A.4 ■
- 7.4 Expanding and Factoring Algebraic Expressions.....6.EE.A.3 ■, 6.EE.A.4 ■
- 7.5 Real-World Problems: Algebraic Expressions.....6.EE.B.6 ■

## Chapter 8: Equations and Inequalities

- 8.1 Solving Algebraic Equations.....6.EE.B.5 ■
- 8.2 Writing Linear Equations.....6.EE.B.7 ■, 6.EE.C.9 ■, 6.RP.A.3a ■
- 8.3 Real-World Problems: Equations.....6.EE.B.6 ■, 6.EE.B.7 ■
- 8.4 Solutions of Simple Inequalities.....6.EE.B.5 ■, 6.EE.B.8 ■
- 8.5 Real-World Problems: Inequalities.....6.EE.B.6 ■, 6.EE.B.8 ■

## Chapter 9: The Coordinate Plane

- 9.1 Points on a Coordinate Plane.....6.NS.C.6 ■, 6.NS.C.6b ■, 6.NS.C.6c ■, 6.G.A.3 □
- 9.2 Lengths of Line Segments.....6.G.A.3 □
- 9.3 Real-World Problems: Graphing.....6.NS.C.8 ■, 6.EE.A.2a 6.EE.C.9 ■

## Chapter 10: Area of Polygons

- 10.1 Area of Triangles.....6.G.A.1 □, 6.EE.A.2c ■
- 10.2 Area of Parallelograms and Trapezoids.....6.G.A.1 □, 6.EE.A.2c ■
- 10.3 Area of Other Polygons.....6.G.A.1 □, 6.EE.A.2c ■

## Chapter 11: Surface Area and Volume of Solids

- 11.1 Prisms and Pyramids.....6.G.A.4 □
- 11.2 Surface Area of Solids.....6.G.A.4 □, 6.EE.A.2c ■
- 11.3 Volume of Rectangular Prisms.....6.G.A.2 □, 6.EE.A.2c ■
- 11.4 Real-World Problems: Surface Area and Volume.....6.G.A.2 □, 6.G.A.4 □, 6.EE.A.2c ■

## Chapter 12: Introduction to Statistics

- 12.1 Collecting and Tabulating Data.....6.SP.A.1 ○, 6.SP.B.5a ○, 6.SP.B.5b ○
- 12.2 Dot Plots.....6.SP.A.2 ○, 6.SP.B.4 ○
- 12.3 Histograms.....6.SP.B.4 ○

## Chapter 13: Measures of Central Tendency and Variability

- 13.1 Mean.....6.SP.A.1 ○, 6.SP.A.3 ○, 6.SP.B.5a ○, 6.SP.B.5c ○
- 13.2 Median.....6.SP.A.2 ○, 6.SP.A.3 ○, 6.SP.B.5a ○, 6.SP.B.5c ○
- 13.3 Mode.....6.SP.A.2 ○, 6.SP.A.3 ○, 6.SP.B.5a ○
- 13.4 Interpreting Quartiles and Interquartile Range.....6.SP.A.2 ○, 6.SP.B.5c ○
- 13.5 Box Plots and Mean Absolute Deviation.....6.SP.A.2 ○, 6.SP.B.4 ○, 6.SP.B.5c ○
- 13.6 Real-World Problems: Measures of Central Tendency and Variability.....6.SP.A.3 ○, 6.SP.B.5d ○



CCSS	CCSS Descriptor	Section Number
6.RP.A.1 ■	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	4.1
6.RP.A.2 ■	Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."	5.1
6.RP.A.3 ■	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.	4.3, 5.1, 5.2, 5.3, 5.4, 5.5
6.RP.A.3a ■	Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	4.2, 8.2
6.RP.A.3b ■	Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?	5.2, 5.3, 5.4, 5.5
6.RP.A.3c ■	Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means $30/100$ times the quantity); solve problems involving finding the whole, given a part and the percent.	6.1, 6.2, 6.3, 6.4
6.RP.A.3d ■	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	4.1
6.NS.A.1 ■	Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$ . (In general, $(a/b) \div (c/d) = ad/bc$ .) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?	3.1, 3.2
6.NS.B.2 ○	Fluently divide multi-digit numbers using the standard algorithm.	3.5
6.NS.B.3 ○	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	3.3, 3.4, 3.5, 3.6
6.NS.B.4 ○	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express $36 + 8$ as $4(9 + 2)$ .	1.1, 1.2
6.NS.C.5 ■	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	2.2

6.NS.C.6 ■	Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates	2.1, 2.2, 9.1
6.NS.C.6a ■	Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$ , and that 0 is its own opposite.	2.1, 2.2
6.NS.C.6b ■	Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	9.1
6.NS.C.6c ■	Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2.1, 2.2, 9.1
6.NS.C.7 ■	Understand ordering and absolute value of rational numbers.	2.1, 2.2, 2.3
6.NS.C.7a ■	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that $-3$ is located to the right of $-7$ on a number line oriented from left to right.	2.1, 2.2
6.NS.C.7b ■	Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that $-3^{\circ}\text{C}$ is warmer than $-7^{\circ}\text{C}$ .	2.2
6.NS.C.7c ■	Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of $-30$ dollars, write $ -30  = 30$ to describe the size of the debt in dollars.	2.3
6.NS.C.7d ■	Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than $-30$ dollars represents a debt greater than 30 dollars.	2.3
6.NS.C.8 ■	Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	9.3
6.EE.A.1 ■	Write and evaluate numerical expressions involving whole-number exponents.	1.3
6.EE.A.2 ■	Write, read, and evaluate expressions in which letters stand for numbers.	7.1, 7.2
6.EE.A.2a ■	Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract $y$ from 5" as $5 - y$ .	7.1
6.EE.A.2b ■	Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.	7.1

6.EE.A.2c ■	Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = 1/2</math>.</i>	7.2, 9.3, 10.1, 10.2, 10.3, 11.2, 11.3, 11.4
6.EE.A.3 ■	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i>	7.3, 7.4
6.EE.A.4 ■	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i>	7.3, 7.4
6.EE.B.5 ■	Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	8.1, 8.4
6.EE.B.6 ■	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	7.5, 8.3, 8.5
6.EE.B.7 ■	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$ , $q$ and $x$ are all nonnegative rational numbers.	8.2, 8.3
6.EE.B.8 ■	Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	8.4, 8.5
6.EE.C.9 ■	Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i>	8.2, 9.3
6.G.A.1 □	Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	10.1, 10.2, 10.3
6.G.A.2 □	Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	11.3, 11.4
6.G.A.3 □	Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	9.1, 9.2

6.G.A.4 □	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	11.1, 11.2, 11.4
6.SP.A.1 ○	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>	12.1
6.SP.A.2 ○	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	12.2, 13.1, 13.2, 13.3, 13.4, 13.5
6.SP.A.3 ○	Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	13.1, 13.2, 13.3, 13.6
6.SP.B.4 ○	Display numerical data in plots on a number line, including dot plots, histograms, and box plots	12.2, 12.3, 13.5
6.SP.B.5 ○	Summarize numerical data sets in relation to their context, such as by:	
6.SP.B.5a ○	Reporting the number of observations.	12.1, 13.1, 13.2, 13.3
6.SP.B.5b ○	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	12.1
6.SP.B.5c ○	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	13.1, 13.2, 13.4, 13.5
6.SP.B.5d ○	Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	13.6



## Math in Focus 2020 Comprehensive Alignment to CCSS: Course 2

Key: Major ■, Supporting □, or Additional ○

### Chapter 1: Rational Numbers

- 1.1 Representing Rational Numbers on a Number Line.....7.NS.A.1 ■, 7.NS.A.2b ■
- 1.2 Writing Rational Numbers as Decimals.....7.NS.A.2d ■
- 1.3 Adding Integers.....7.NS.A.1a ■, 7.NS.A.1b ■, 7.NS.A.1d ■
- 1.4 Subtracting Integers.....7.NS.A.1c ■, 7.NS.A.1d ■
- 1.5 Multiplying and Dividing Integers.....7.NS.A.2a ■, 7.NS.A.2b ■
- 1.6 Order of Operations with Integers.....7.NS.A.3 ■, 7.EE.B.3 ■
- 1.7 Operations with Fractions and Mixed Numbers.....7.NS.A.1 ■, 7.NS.A.2 ■, 7.NS.A.3 ■, 7.EE.B.3 ■
- 1.8 Operations with Decimals.....7.NS.A.1d ■, 7.NS.A.2c ■, 7.EE.B.3 ■

### Chapter 2: Algebraic Expressions

- 2.1 Adding Algebraic Terms.....7.EE.A.1 ■
- 2.2 Subtracting Algebraic Terms.....7.EE.A.1 ■
- 2.3 Simplifying Algebraic Expressions.....7.EE.A.1 ■
- 2.4 Expanding Algebraic Expressions.....7.EE.A.1 ■
- 2.5 Factoring Algebraic Expressions.....7.EE.A.1 ■
- 2.6 Writing Algebraic Expressions.....7.EE.A.2 ■
- 2.7 Real-World Problems: Algebraic Reasoning.....7.EE.A.3 ■, 7.EE.A.4 ■

### Chapter 3: Algebraic Equations and Inequalities

- 3.1 Identifying Equivalent Equations.....7.EE.A.1 ■
- 3.2 Solving Algebraic Equations .....7.EE.B.4 ■
- 3.3 Real-World Problems: Algebraic Equations.....7.EE.B.4a ■
- 3.4 Solving Algebraic Inequalities.....7.EE.B.4 ■
- 3.5 Real-World Problems: Algebraic Inequalities.....7.EE.B.4b ■

### Chapter 4: Proportion and Percent of Change

- 4.1 Identifying Direct Proportion.....7.RP.A.1 ■, 7.RP.A.2 ■, 7.RP.A.2a ■, 7.RP.A.2b ■, 7.RP.A.2c ■
- 4.2 Representing Direct Proportion Graphically.....7.RP.A.2 ■, 7.RP.A.2a ■, 7.RP.A.2b ■, 7.RP.A.2c ■, 7.RP.A.2d ■
- 4.3 Real-World Problems: Direct Proportion.....7.RP.A.2 ■, 7.RP.A.2b ■, 7.RP.A.2c ■
- 4.4 Identifying Inverse Proportion.....7.RP.A.2 ■, 7.RP.A.2a ■, 7.RP.A.2b ■, 7.RP.A.2c ■, 7.RP.A.2d ■
- 4.5 Percent Increase and Decrease.....7.RP.A.3 ■
- 4.6 Real-World Problems: Percent Increase and Decrease.....7.RP.A.3 ■

### Chapter 5: Angle Properties and Straight Lines

- 5.1 Complementary, Supplementary, and Adjacent Angles.....7.G.B.5 ○
- 5.2 Angles That Share a Vertex.....7.G.B.5 ○
- 5.3 Alternate Interior, Alternate Exterior, and Corresponding Angles.....7.G.B.5 ○
- 5.4 Interior and Exterior Angles.....7.G.B.5 ○

### Chapter 6: Geometric Construction

- 6.1 Constructing Triangles.....7.G.A.2 ○
- 6.2 Scale Drawings and Lengths.....7.G.A.1 ○
- 6.3 Scale Drawings and Areas.....7.G.A.1 ○

## **Chapter 7: Circumference, Area, Volume, and Surface Area**

- 7.1 Radius, Diameter, and Circumference of a Circle.....7.G.B.4 ○
- 7.2 Area of a Circle.....7.G.B.4 ○
- 7.3 Real-World Problems: Circles.....7.G.B.4 ○
- 7.4 Area of Composite Figures.....7.G.B.6 ○
- 7.5 Volume of Prisms.....7.G.A.3 ○, 7.G.B.6 ○
- 7.6 Real-World Problems: Surface Area and Volume.....7.G.B.6 ○

## **Chapter 8: Statistics and Probability**

- 8.1 Random Sampling Methods.....7.SP.A.1 ○
- 8.2 Making Inferences About Populations.....7.SP.A.2 □, 7.SP.B.3 ○, 7.SP.B.4 ○
- 8.3 Defining Outcomes, Events, and Sample Space.....7.SP.C.7a □
- 8.4 Finding Probability of Events.....7.SP.C.5 □, 7.SP.C.7 □, 7.SP.C.7a □
- 8.5 Approximating Probability and Relative Frequency.....7.SP.C.6 □
- 8.6 Developing Probability Models.....7.SP.C.7 □, 7.SP.C.7a □, 7.SP.C.7b □

## **Chapter 9: Probability of Compound Events**

- 9.1 Compound Events.....7.SP.C.8a □, 7.SP.C.8b □
- 9.2 Probability of Compound Events.....7.SP.C.8 □
- 9.3 Independent Events.....7.SP.C.8 □, 7.SP.C.8c □
- 9.4 Dependent Events.....7.SP.C.8 □



CCSS	CCSS Descriptor	Section Number
7.RP.A.1 ■	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i>	4.1
7.RP.A.2 ■	Recognize and represent proportional relationships between quantities.	4.1, 4.2, 4.3, 4.4
7.RP.A.2a ■	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	4.1, 4.2, 4.4
7.RP.A.2b ■	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	4.1, 4.2, 4.3, 4.4
7.RP.A.2c ■	Represent proportional relationships by equations. <i>For example, if total cost <math>t</math> is proportional to the number <math>n</math> of items purchased at a constant price <math>p</math>, the relationship between the total cost and the number of items can be expressed as <math>t = pn</math>.</i>	4.1, 4.2, 4.3, 4.4
7.RP.A.2d ■	Explain what a point $(x, y)$ on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where $r$ is the unit rate.	4.2, 4.4
7.RP.A.3 ■	Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i>	4.5, 4.6
7.NS.A.1 ■	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	1.1, 1.7
7.NS.A.1a ■	Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i>	1.3
7.NS.A.1b ■	Understand $p + q$ as the number located a distance $ q $ from $p$ , in the positive or negative direction depending on whether $q$ is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	1.3
7.NS.A.1c ■	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$ . Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	1.4
7.NS.A.1d ■	Apply properties of operations as strategies to add and subtract rational numbers.	1.3, 1.4, 1.8
7.NS.A.2 ■	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	1.7

7.NS.A.2a ■	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	1.5
7.NS.A.2b ■	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If $p$ and $q$ are integers, then $-(p/q) = p/(-q)$ . Interpret quotients of rational numbers by describing real-world contexts.	1.1, 1.5
7.NS.A.2c ■	Apply properties of operations as strategies to multiply and divide rational numbers.	1.8
7.NS.A.2d ■	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	1.2
7.NS.A.3 ■	Solve real-world and mathematical problems involving the four operations with rational numbers.	1.6, 1.7
7.EE.A.1 ■	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	2.1, 2.2, 2.3, 2.4, 2.5, 3.1
7.EE.A.2 ■	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	2.6
7.EE.B.3 ■	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $1/10$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is 27 $1/2$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.	1.6, 1.7, 1.8, 2.7
7.EE.B.4 ■	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	2.7, 3.2, 3.4
7.EE.B.4a ■	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	3.3
7.EE.B.4b ■	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ , and $r$ are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.	3.5
7.G.A.1 ○	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	6.2, 6.3

7.G.A.2 ○	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	6.1
7.G.A.3 ○	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	7.5
7.G.B.4 ○	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	7.1, 7.2, 7.3
7.G.B.5 ○	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	5.1, 5.2, 5.3, 5.4
7.G.B.6 ○	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	7.4, 7.5, 7.6
7.SP.A.1 □	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	8.1
7.SP.A.2 □	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	8.2
7.SP.B.3 ○	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	8.2
7.SP.B.4 ○	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. <i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i>	8.2
7.SP.C.5 □	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	8.4
7.SP.C.6 □	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. <i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i>	8.5
7.SP.C.7 □	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	8.4, 8.6

7.SP.C.7a <input type="checkbox"/>	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. <i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i>	8.3, 8.4, 8.6
7.SP.C.7b <input type="checkbox"/>	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. <i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i>	8.6
7.SP.C.8 <input type="checkbox"/>	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	9.2, 9.4
7.SP.C.8a <input type="checkbox"/>	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	9.1
7.SP.C.8b <input type="checkbox"/>	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	9.1
7.SP.C.8c <input type="checkbox"/>	Design and use a simulation to generate frequencies for compound events. <i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i>	9.3



Key: Major ■, Supporting □, or Additional ○  
Foundational ▲

## Chapter 1: The Real Number System

- 1.1 Introducing Irrational Numbers.....8.NS.A.1 □, 8.NS.A.2 □
- 1.2 Introducing the Real Number System.....8.NS.A.2 □
- 1.3 Introducing Significant Digits.....8.NS.A.1 ▲

## Chapter 2: Exponents

- 2.1 Exponential Notation.....8.EE.A.1 ■
- 2.2 The Product and the Quotient of Powers.....8.EE.A.1 ■
- 2.3 The Power of a Power.....8.EE.A.1 ■
- 2.4 The Power of a Product and the Power of a Quotient.....8.EE.A.1 ■
- 2.5 Zero and Negative Exponents.....8.EE.A.1 ■
- 2.6 Real-World Problems: Squares and Cubes.....8.EE.A.2 ■

## Chapter 3: Scientific Notation

- 3.1 Understanding Scientific Notation.....8.EE.A.3 ■
- 3.2 Adding and Subtracting in Scientific Notation.....8.EE.A.4 ■
- 3.3 Multiplying and Dividing in Scientific Notation.....8.EE.A.3 ■

\*Foundational standards are developed to mastery within each section as other concepts and skills are explored. These foundational standards may not be identified in the Teacher Edition but will be added in the future.

## Chapter 4: Linear Equations and Inequalities

- 4.1 Solving Linear Equations With One Variable.....8.EE.C.7 ■, 8.EE.C.7b ■
- 4.2 Identifying the Number of Solutions to a Linear Equation.....8.EE.C.7 ■, 8.EE.C.7a ■
- 4.3 Understanding Linear Equations With Two Variables.....8.EE.C.7 ■, 8.EE.C.7b ■
- 4.4 Solving for a Variable in a Two-Variable Linear Equation.....8.EE.C.7 ■, 8.EE.C.7b ■
- 4.5 Solving Linear Inequalities With One Variable.....8.EE.C.7▲, 8.EE.C.7b▲

## Chapter 5: Lines and Linear Equations

- 5.1 Finding and Interpreting Slopes of Lines.....8.EE.B.6 ■
- 5.2 Understanding Slope-Intercept Form.....8.EE.B.6 ■
- 5.3 Writing Linear Equations.....8.EE.B.6 ■
- 5.4 Sketching Graphs of Linear Equations.....8.EE.B.6 ■
- 5.5 Real-World Problems: Linear Equations .....8.EE.B.5 ■

## Chapter 6: Systems of Linear Equations

- 6.1 Introduction to Systems of Linear Equations.....8.EE.C.8 ■, 8.EE.C.8a ■
- 6.2 Solving Systems of Linear Equations Using Algebraic Methods.....8.EE.C.8 ■, 8.EE.C.8b ■
- 6.3 Real-World Problems: Systems of Linear Equations .....8.EE.C.8 ■, 8.EE.C.8c ■
- 6.4 Solving Systems of Linear Equations by Graphing.....8.EE.C.8 ■, 8.EE.C.8a ■
- 6.5 Inconsistent and Dependent Systems of Linear Equations .....8.EE.C.8 ■, 8.EE.C.8b ■

## Chapter 7: Functions

- 7.1 Understanding Relations and Functions.....8.F.A.1 ■
- 7.2 Representing Functions.....8.F.A.1 ■
- 7.3 Understanding Linear and Nonlinear Functions.....8.F.A.3 ■, 8.F.B.4 ■, 8.F.B.5 ■
- 7.4 Comparing Two Functions.....8.F.A.2 ■

## Chapter 8: The Pythagorean Theorem

- 8.1 Understanding the Pythagorean Theorem and Plane Figures.....8.G.B.6 ■, 8.G.B.7 ■
  - 8.2 Understanding the Distance Formula.....8.G.B.8 ■
  - 8.3 Understanding the Pythagorean Theorem and Solids.....8.G.B.7 ■
- ## Chapter 9: Geometric Transformations
- 9.1 Translations.....8.G.A.3 ■
  - 9.2 Reflections.....8.G.A.3 ■
  - 9.3 Rotations.....8.G.A.3 ■
  - 9.4 Dilations.....8.G.A.3 ■
  - 9.5 Comparing Transformations.....8.G.A.1 ■, 8.G.A.1a ■, 8.G.A.1b ■, 8.G.A.1c ■

## Chapter 10: Congruence and Similarity

- 10.1 Understanding and Applying Congruent Figures
- 10.2 Understanding and Applying Similar Figures.....8.G.A.5 ■
- 10.3 Relating Congruent and Similar Figures to Geometric Transformations.....8.G.A.2 ■, 8.G.A.4 ■

## Chapter 11: Volume and Surface Area

- 11.1 Recognizing Cylinders, Cones, Spheres, and Pyramids.....8.G.C.9 ○
- 11.2 Finding Volumes and Surface Areas of Cylinders.....8.G.C.9 ○
- 11.3 Finding Volumes and Surface Areas of Pyramids and Cones.....8.G.C.9 ○
- 11.4 Finding Volumes and Surface Areas of Spheres.....8.G.C.9 ○
- 11.5 Real World Problems: Composite Solids.....8.G.C.9 ○



**Mathematics :: b. Rationale for adoption of "Math in Focus" - Math Questions 2 and 3 Part 2**

## Chapter 12: Statistics

12.1 Scatter Plots.....	8.SP.A.1 □
12.2 Modeling Linear Associations.....	8.SP.A.2 □, 8.SP.A.3 □
12.3 Two-Way Tables.....	8.SP.A.4 □

CCSS	CCSS Descriptor	Section Number
8.NS.A.1 □	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.	1.1, 1.2, 1.3▲
8.NS.A.2 □	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\pi^2$ ). For example, by truncating the decimal expansion of $\sqrt{2}$ , show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.	1.2
8.EE.A.1 ■	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$ .	2.1, 2.2, 2.3, 2.4, 2.5
8.EE.A.2 ■	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$ , where $p$ is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.	2.6
8.EE.A.3 ■	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as $3 \times 10^8$ and the population of the world as $7 \times 10^9$ , and determine that the world population is more than 20 times larger.	3.1, 3.3
8.EE.A.4 ■	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.	3.2
8.EE.B.5 ■	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.	5.5
8.EE.B.6 ■	Use similar triangles to explain why the slope $m$ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at $b$ .	5.1, 5.2, 5.3, 5.4
8.EE.C.7 ■	Solve linear equations in one variable.	4.1, 4.2, 4.3, 4.4, 4.5▲
8.EE.C.7a ■	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$ , $a = a$ , or $a = b$ results (where $a$ and $b$ are different numbers).	4.2
8.EE.C.7b ■	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.	4.1, 4.3, 4.4, 4.5▲

8.EE.C.8 ■	Analyze and solve pairs of simultaneous linear equations.	6.1, 6.2, 6.3, 6.4, 6.5
8.EE.C.8a ■	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	6.1, 6.4
8.EE.C.8b ■	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.	6.2, 6.5
8.EE.C.8c ■	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.	6.3
8.F.A.1 ■	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.	7.1, 7.2
8.F.A.2 ■	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.	7.4
8.F.A.3 ■	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1, 1), (2, 4) and (3, 9), which are not on a straight line.	7.3
8.F.B.4 ■	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two $(x, y)$ values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	7.3
8.F.B.5 ■	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	7.3
8.G.A.1 ■	Verify experimentally the properties of rotations, reflections, and translations:	9.5
8.G.A.1a ■	Lines are taken to lines, and line segments to line segments of the same length.	9.5
8.G.A.1b ■	Angles are taken to angles of the same measure.	9.5
8.G.A.1c ■	Parallel lines are taken to parallel lines.	9.5

8.G.A.2 ■	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	10.3
8.G.A.3 ■	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	9.1, 9.2, 9.3, 9.4
8.G.A.4 ■	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	10.3
8.G.A.5 ■	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. <i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i>	10.2
8.G.B.6 ■	Explain a proof of the Pythagorean Theorem and its converse.	8.1
8.G.B.7 ■	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.	8.1, 8.3
8.G.B.8 ■	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	8.2
8.G.C.9 ○	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	11.1, 11.2, 11.3, 11.4, 11.5
8.SP.A.1 □	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	12.1
8.SP.A.2 □	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	12.2
8.SP.A.3 □	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. <i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i>	12.3
8.SP.A.4 □	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. <i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i>	12.4



#### **4. Social Studies - Social Studies Coalition of Delaware Membership Documentation**

## **MEMORANDUM OF UNDERSTANDING THE SOCIAL STUDIES COALITION OF DELAWARE**

### **PURPOSE OF THIS MEMO**

This memorandum of understanding will define the roles and responsibilities of each party in the Social Studies Coalition of Delaware (SSCD). This Coalition is a partnership with the purpose to improve the teaching and learning of K-12 social studies in Delaware public schools and to help all Delaware public school students reach the Delaware Social Studies Standards.

The partnership includes the Department of Education, public school districts throughout the state, charter schools, and other agencies involved in standards-based instruction and assessment (Center for Economic Education and Entrepreneurship, Delaware Center for Geographic Education, Professional Development Center for Educators, Democracy Project and the Delaware Public Archives). The partnership is open to all public school entities, including vocational/technology schools and charter schools, that agree to collaborate in the systemic improvement of their K-12 social studies programs as outlined in this memorandum.

This Memorandum of Understanding (MoU) defines the conditions under which the Coalition will be financed, principles for operation and the collaborative processes as established by the Coalition. The MoU can be modified at any time by majority agreement of voting members of the Steering Committee.

### **MISSION**

The Coalition exists to support the creation of the highest quality social studies instruction for the K-12 students in Delaware. The goals of the SSCD are to:

- Continue the development of assessments to guide social studies curriculum development and instruction at the district level.
- Continue the development and alignment of social studies curriculum and instructional materials by designing model lessons and units for each benchmark to be distributed to members of the Coalition.
- Provide staff development for curriculum development, instructional delivery and assessment creation.
- Provide leadership and an organizational structure to facilitate planning, assist with the development of instructional materials and coordinate the delivery of the items listed above.

### **GUIDING PRINCIPLES**

- The purpose of the partnership is to support continuous standards-based reform of social studies education in Delaware schools.
- Adoption and implementation of curricula is the responsibility of individual school systems. The Coalition is established to assist them in this endeavor and to provide cost effective standards-based education programs.
- Costs will be shared in a way that all parties benefit as equally as possible. Every effort will be made to provide services in support of the program at cost. Member districts and charter schools will pay **\$2000** by Sept. 30, 2020 to support Coalition actions beginning July 1, 2020 through June 30, 2021 for professional development, development of products and other activities. Thereafter, annual fees will be determined by the Board.
- Professional development will be provided by the Coalition. Individual districts/charter schools will provide additional support for the participants.



- The Coalition will seek to coordinate financial support from foundations, affiliates, the Delaware Department of Education and others for implementation of standards-based social studies education for Delaware students.

**GOVERNANCE OF THE COALITION**

The Coalition will be directed by the Board that includes voting and non-voting members. Voting members shall include a representative from each member school district and charter school that has paid its annual fee. Non-voting members shall include two representatives from the Department of Education, affiliate members including the Center for Economic Education and Entrepreneurship, the Delaware Geographic Alliance, the Professional Development Center for Educators, and the Delaware Public Archives.

The purpose of the Board is to:

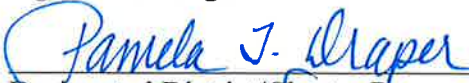
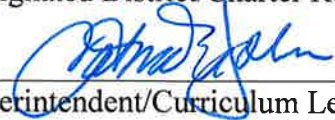
- Establish and approve operating policies and practices for the Coalition.
- Set and approve the annual budget for the Coalition and monitor expenditures. The Milford School District has agreed to act as the fiscal agent at no cost, and for this will receive a reduced membership fee for the 2020-2021 school year.
- Establish and implement an effective communications program.
- Promote partnerships among the K-12 public schools, higher education and the business community.

Coalition Leadership –

SSCD leadership shall be administered by an Executive Committee and directed by the Board. The Executive Committee shall consist of two chairpersons, an Executive Secretary, a Financial Liaison and the Education Associate for Social Studies from the Delaware Department of Education. Two chairpersons shall be elected by the voting members of the Board to a two year, staggered term without remuneration and will coordinate the Coalition’s activities and chair meetings. The Executive Secretary and Financial Liaison shall be appointed yearly by the chairs.

Regular meetings of the Coalition’s Executive Committee and Board will be held on a monthly basis during the school year. The Board will establish sub-committees to manage specific aspects of the Coalition as needed.

=====  
**Signatures of Agreement – 2020-2021 School Year**

	<u>7/1/2020</u>
Designated District/Charter Representative to SSCD	Date
	<u>7/1/2020</u>
Superintendent/Curriculum Leader of District/Charter	Date

School District/Charter School name Gateway Lab School

## **5. Visual and Performing Arts**



**Gateway Lab Charter School**  
**Performing and Visual Arts Scope and Sequence**  
**by Dana Edell, MFA, PhD, Adjunct Professor, Educational Drama Specialist**  
**The Tisch School of the Arts at New York University**

Gateway Lab School has a partnership with the University of Delaware. Dr. Lynnette Overby, a professor at the University of Delaware, has spearheaded opportunities for the staff at GLS to receive professional development in arts integration in the areas of movement, theater, music, performing & visual arts.

Between Kindergarten and second grade, students will integrate dance, theatre and visual art forms into their school days through creating original work and sharing it with each other and their community, make connections with each other through collaboration and practice analyzing and interpreting their own work. The creative arts experiences can be seamlessly integrated into the curriculum and original work can be devised and created in response to the literature, language arts, science, social studies and math in their daily lessons, while offering spaces to compare and appreciate different cultures.

Kindergarten students will engage in each art form through creative play, imagination and exploration. Physical movement activities will ignite their creativity and as part of building foundations for dance and theater, they will express their ideas and learn geometry through making and identifying shapes and gestures with their bodies and explore choreography through repeating different movement sequences. With guided support, they will work together to invent imaginary spaces, using their voices and bodies, through dramatic play (process drama or story drama), creating and performing as characters and animals and learn to use simple, nonrepresentational props, costume pieces or puppets. They will explore different emotions, identify with diverse characters and share different stories. In visual arts, they will explore and create with various non-toxic materials to represent natural and constructed environments, both on their own and collaboratively, solving artistic problems through creative artmaking and reflection. They will analyze and interpret art by identifying its subject and purpose and offering their opinions and preferences.

By first grade, students will play and explore movements to create short pieces that explore different stories through theater and different levels, tempos and spatial relationships that have a beginning, middle and end through dance performance. They will learn to use their bodies to express emotions, tell stories and create wordless movement inspired by their emotions, by visual artwork, music and/or other dances and performances from different cultures. They will develop an understanding of their own personal space as they move safely throughout the space in collaboration with each other, as well as on their own. By collaborating with their peers and sharing and presenting their movement and choreography with each other, they will gain an understanding of the differentiation between audience and performers. As audience members for each other's creations, they will learn to use dance and theatre terminology to comment on and respond to each other and offer suggestions to make changes in their own dances and performances, as well as to teacher's suggestions and incorporation of

adjectives and adverbs to guide their creative work. Through theatre performance, they will develop an understanding of plot and characters and explore using their faces, voices and bodies to communicate different emotions and stories. In their visual arts exploration, they will safely explore different material and tools and begin to use observation and investigation as parts of their preparation for creating and analyzing art. They'll connect their life experiences to the art they see and create and recognize how these experiences enhance their capacities for empathy and connection.

Second graders will explore creative movement with each other that contains a main idea inspired by music, objects, artwork or other dances and will be able to annotate their moves through inventing symbols or pictures to match their physical movements such as jumps or spins. They will apply appropriate dance terminology and create and perform improvised dances for each other with an awareness of space and time and possible production elements such as costumes and props, offering and applying feedback and suggestions using an inquiry-based set of questions. In their theatre work, they will collaborate with their fellow artists to propose character and plot decisions, begin to construct and improvise dialogue and invent production elements such as costumes, props and sets in their guided drama work. They will use original gestures as well as their voices to create short scenes with original characters, making connections to their own emotions, non-fiction literary sources or personal experiences. Their individual and collaborative visual artwork will include multiple approaches to solve an art or design "problem." They will safely use various tools and materials or repurpose objects to explore personal interests and curiosity as well as respond to specific elements in their curriculum or events in their homes, school or community, discussing and responding to their peers about their creative choices. They'll build an understanding of where art is created and housed and how different art pieces evoke different moods, meanings, subject matters and emotions.

### **Dr. Dana Edell Bio.**

Dana Edell, MFA, PhD is an activist-scholar-artist-educator. She has produced and co-directed 70+ original plays and 7 albums of music written and performed by teenage girls addressing social justice issues. She has worked as a theater teaching artist in both public and independent elementary, middle and high schools throughout New York City as well as with women and girls incarcerated in prisons in New York, Rhode Island and California. She consults with organizations and schools throughout the US and abroad about arts integration, gender and racial justice and civic engagement. Through her writing, presentations and media appearances, she advocates for the need for collaborative and activist performing arts experiences for young people. She has an MFA in Theatre Directing from Columbia and a PhD in Educational Theatre from NYU. She currently teaches undergraduate and graduate students in the Educational Theatre department and the Tisch School of the Arts at New York University and in the City University of New York's graduate program in Applied Theatre where she trains and mentors educators, artists and activists to use theater for social justice.

## **5. Visual and Performing Arts :: a. Scope and Sequence Overview**



**Gateway Lab Charter School**  
**Performing and Visual Arts Scope and Sequence**  
**by Dana Edell, MFA, PhD, Adjunct Professor, Educational Drama Specialist**  
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Between Kindergarten and second grade, students will integrate dance, theatre and visual art forms into their school days through creating original work and sharing it with each other and their community, make connections with each other through collaboration and practice analyzing and interpreting their own work. The creative arts experiences can be seamlessly integrated into the curriculum and original work can be devised and created in response to the literature, language arts, science, social studies and math in their daily lessons, while offering spaces to compare and appreciate different cultures.

Kindergarten students will engage in each art form through creative play, imagination and exploration. Physical movement activities will ignite their creativity and as part of building foundations for dance and theater, they will express their ideas and learn geometry through making and identifying shapes and gestures with their bodies and explore choreography through repeating different movement sequences. With guided support, they will work together to invent imaginary spaces, using their voices and bodies, through dramatic play (process drama or story drama), creating and performing as characters and animals and learn to use simple, nonrepresentational props, costume pieces or puppets. They will explore different emotions, identify with diverse characters and share different stories. In visual arts, they will explore and create with various non-toxic materials to represent natural and constructed environments, both on their own and collaboratively, solving artistic problems through creative artmaking and reflection. They will analyze and interpret art by identifying its subject and purpose and offering their opinions and preferences.

By first grade, students will play and explore movements to create short pieces that explore different stories through theater and different levels, tempos and spatial relationships that have a beginning, middle and end through dance performance. They will learn to use their bodies to express emotions, tell stories and create wordless movement inspired by their emotions, by visual artwork, music and/or other dances and performances from different cultures. They will develop an understanding of their own personal space as they move safely throughout the space in collaboration with each other, as well as on their own. By collaborating with their peers and sharing and presenting their movement and choreography with each other, they will gain an understanding of the differentiation between audience and performers. As audience members for each other's creations, they will learn to use dance and theatre terminology to comment on and respond to each other and offer suggestions to make changes in their own dances and performances, as well as to teacher's suggestions and incorporation of

adjectives and adverbs to guide their creative work. Through theatre performance, they will develop an understanding of plot and characters and explore using their faces, voices and bodies to communicate different emotions and stories. In their visual arts exploration, they will safely explore different material and tools and begin to use observation and investigation as parts of their preparation for creating and analyzing art. They'll connect their life experiences to the art they see and create and recognize how these experiences enhance their capacities for empathy and connection.

Second graders will explore creative movement with each other that contains a main idea inspired by music, objects, artwork or other dances and will be able to annotate their moves through inventing symbols or pictures to match their physical movements such as jumps or spins. They will apply appropriate dance terminology and create and perform improvised dances for each other with an awareness of space and time and possible production elements such as costumes and props, offering and applying feedback and suggestions using an inquiry-based set of questions. In their theatre work, they will collaborate with their fellow artists to propose character and plot decisions, begin to construct and improvise dialogue and invent production elements such as costumes, props and sets in their guided drama work. They will use original gestures as well as their voices to create short scenes with original characters, making connections to their own emotions, non-fiction literary sources or personal experiences. Their individual and collaborative visual artwork will include multiple approaches to solve an art or design "problem." They will safely use various tools and materials or repurpose objects to explore personal interests and curiosity as well as respond to specific elements in their curriculum or events in their homes, school or community, discussing and responding to their peers about their creative choices. They'll build an understanding of where art is created and housed and how different art pieces evoke different moods, meanings, subject matters and emotions.

### **Dr. Dana Edell Bio.**

Dana Edell, MFA, PhD is an activist-scholar-artist-educator. She has produced and co-directed 70+ original plays and 7 albums of music written and performed by teenage girls addressing social justice issues. She has worked as a theater teaching artist in both public and independent elementary, middle and high schools throughout New York City as well as with women and girls incarcerated in prisons in New York, Rhode Island and California. She consults with organizations and schools throughout the US and abroad about arts integration, gender and racial justice and civic engagement. Through her writing, presentations and media appearances, she advocates for the need for collaborative and activist performing arts experiences for young people. She has an MFA in Theatre Directing from Columbia and a PhD in Educational Theatre from NYU. She currently teaches undergraduate and graduate students in the Educational Theatre department and the Tisch School of the Arts at New York University and in the City University of New York's graduate program in Applied Theatre where she trains and mentors educators, artists and activists to use theater for social justice.

**5. Visual and Performing Arts :: b. K-2 Visual Arts Scope and Sequence Documents**



# Delaware Standards for Visual & Performing Arts

## Visual Arts Model Unit of Instruction Kindergarten - Gateway Lab School

### Discipline: Visual Arts

**Artistic Processes:** Creating, Presenting, Responding, and Connecting

**Title:** Landscapes through the Seasons

**Description:** In this unit, students will explore a season by responding and connecting to landscapes created by van Gogh, Monet and other artists. Students will create landscapes using various media and will present their masterpieces.

**Grade:** Kindergarten

In this Model Unit of Instruction (MUI) you will find: (mark all that apply)

<input checked="" type="checkbox"/> <b>Strategies for embedding in instruction</b>	<input checked="" type="checkbox"/> <b>Assessment procedures</b>	<input checked="" type="checkbox"/> <b>Knowledge, skills and vocabulary</b>	<input checked="" type="checkbox"/> <b>Differentiation strategies</b> <input checked="" type="checkbox"/> <b>Strategies for inclusion</b>
<input checked="" type="checkbox"/> <b>Suggested formative and summative assessment scoring devices</b> <input checked="" type="checkbox"/> <b>Unit specific rubrics</b>	<input checked="" type="checkbox"/> <b>Resources needed for unit implementation</b>	<input type="checkbox"/> <b>LFS strategies</b> <input type="checkbox"/> <b>UbD strategies</b>	<input checked="" type="checkbox"/> <b>Benchmarked student work (with parental permission to upload to DOE website)</b>

**Estimate time for teaching and assessment:** (mark the appropriate box)

(Note: Time entered below is to assist teachers for planning purposes. Time estimates are to be used as a guideline.)

Approximately \_\_\_\_ hours       To be determined by the individual teacher

### Standards for embedding instruction

VA: Cr2.1.Ka: Through experimentation, build skills in various media and approaches to artmaking

VA: Cr2.3.Ka: Create art that represents natural and constructed environments.

VA: Pr4.1.Ka: Select art objects for personal portfolio and display, explaining why they were chosen.

VA: Re.7.2.Ka: Describe what an image represents.

VA:Cn11.1.Ka: Identify a purpose of an artwork

### **Strategies for embedding instruction**

#### *Responding*

1. Students examine the landscape around their school and photos of their school through different seasons. Teachers can take students outside to walk around the school and identify the seasons or gather with students around a window. Students should be able to identify the season based on their observation of a tree.
2. In the art room, the teacher presents artworks that display a season. Students observe the artworks and identify the season providing supporting details. For example, the season is spring because the grass is short and the leaves on the trees are green.
3. Students compare and contrast artwork of different seasons including works of Monet and van Gogh. Autumn artwork by well-known artists can be viewed here:

Stanska, Z. (2017, November 13). Famous Autumn Paintings Created by Famous Artists. Retrieved November 22, 2019, from <https://www.dailyartmagazine.com/autumn-paintings-created-by-famous-artists-to-stay-sane/>.

4. Given a collection of artworks, students classify artworks by season. The teacher will give each student an artwork by a famous artist. Each corner of the room will be labeled with a season. Students will move to the corner that represents their artwork.

#### *Connecting*

1. The teacher will display an artwork of a season and ask the class “What is the purpose of this artwork?” After hearing several student answers and making a list of the purposes of an artwork, the teacher can explain that an artwork can have many purposes. An artwork may be imagined or may be real. The landscape painting can be a dream of where someone would like to visit or a memory of a place they have visited. An artwork can be like a photo of something that a person remembers. A painting of a school playground might make someone happy and show a location or illustrate a story like Grandma Moses’ “I’ll Catch.” The artwork can relax or entertain. It can show an experience or beauty. Art can express a thought or feeling. Art can also celebrate something like a special event.
2. After students have created landscapes, the teacher can ask students to identify the purpose of their artwork.

#### *Creating*

1. The teacher should introduce students to the parts of a landscape including the horizon line, foreground, middle ground and background. The video below provides one way to teach students the parts of a landscape.  
Swanson, M. (2014, May 23). Perspective with Foreground, Middle ground, and Background. Retrieved November 25, 2019, from <https://www.youtube.com/watch?v=V0S5vZKR--Y>.
2. After instructing students on the parts of a landscape and showing various examples of landscapes and their parts, the teacher will set out materials students may use in art making and review how to safely use the materials.
3. The teacher may model a step by step approach to create artwork representing a specific season or the teacher may only assign the theme of a season and limit students’ choice of media. The teacher may follow a TAB based approach or a step by step process instructing students to create artwork.
4. Students may make multiple pieces of art and may make artwork from multiple seasons at the teacher’s discretion. The teacher may instruct students to make a landscape with a background, foreground and middle ground or may decide to limit the criteria to

having a horizon line and creating a natural environment (example: trees, grass, mountains, rivers, oceans, landforms and waterways).

5. Students should be given ample time to create the artwork and encouraged to self-assess their work. The teacher can model or lead students in evaluating their own work by asking questions such as: Is it complete? Can more detail be added? Is the space well used? Is there any area that could use more color or detail? Is the artwork or landscape? How do you know? Is it a real place or imagined? The teacher may use these questions as part of a self-assessment and ask students to give a thumbs up for yes and a thumbs down for no. After assessing, students may decide to continue to work on their artwork and make changes. If they are satisfied with their work, they may also ask for peer feedback and decide if they would like to apply the feedback their peers suggest.

### *Presenting*

1. Student will choose 1 of their artworks to mat and label. Artwork may be matted by being glued onto construction paper to create a frame. The teacher can provide labels for the student to fill out or demonstrate where to label the artwork.
  - a. If the teacher gave students the option to pick their season: The teacher will create a display area with 4 sections. Sections may be a large bulletin board divided into 4 parts, 4 different colors of display paper, or clothesline strung in the hallway. Students will hang their artwork in the area that matches the season they created...
  - b. If the teacher chose the season, the teacher will prepare a display area (bulletin board, clothesline, etc.) and direct students to hang their artwork where they would like it. Reminding them to display it neatly, right side up and work together to make sure the other students' artworks can fit and be seen.
2. Think-Pair-Share: Two students will pair up to name 2 similarities in their artworks related to their creation of a season. For example, students may observe that they both painted the season autumn and used the color orange to paint leaves and both included a cloudy sky.
3. Students may present their artwork and explain why they chose the season or landscape they did. The teacher may choose to have other students ask a question or share a comment about the artwork the student is presenting. For example: student artwork may be uploaded to a web-based gallery, the teacher can videotape each student describing their artwork and explaining why they chose the season or landscape they did. These videos can be shown on a school TV channel, at parent conference night.

### **Assessment procedures** *[outline of procedures necessary to obtain comparable work from multiple teachers]*

Teachers should provide multiple opportunities for students to develop the knowledge and skills assessed. Background knowledge and current skill level should be considered when pre-teaching and presenting the lessons and activities.

When assessing a student, all materials should be presented to them and accessible to them at their current level of understanding.

Accommodations should be made that meet students' IEP and 504 plans.

Assessment Tasks:

Pre-Assessment Tasks:

These tasks should be used before teaching the unit to determine students' current level of knowledge and skill in identifying

landscapes.

● Pre-Assessment Task 1: Key Vocabulary

Hand out landscape photos, a different photo to each child. Ask the class to name this type of image. If they do not answer using the term landscape, provide them 4 choices: Still Life, Abstract, Portrait or Landscape.

Next ask students to look at their landscape photos. Depending on the size of the class, you can name the key word and ask students to point to it while you check off who is correct or incorrect in their identification. Alternatively, you can give students a simple direction to follow, for example, “Draw a red line on the horizon line.” “Draw a star in the foreground.” “Use a blue marker to circle the background.”

Pre-Assessment Checklist	
Student can identify:	
	horizon line
	background
	middle ground
	foreground

● Pre-Assessment Task 2: Create a Landscape

Hand out one copy of the Pre-Assessment Task at the end of this unit to each student. Read the directions aloud and supply students with art supplies (crayons, markers, colored pencils, collage materials, scissors, and glue) to create a landscape. On side 2 of the pre assessment task, students can write about their landscape. As many kindergarteners have not learned to write sentences, they may write words that describe their picture. Alternatively, teachers may scribe for students or videotape students’ responses.

Rubric

This rubric assesses students’ ability to create a landscape and use art materials appropriately.

	Above Standard	At Standard	Near Standard	Below Standard
Art Materials	Student selects art materials and uses them safely and responsibly.	Student selects art materials and uses most of them safely and responsibly.	Student selects art materials and uses some of them safely and responsibly.	Student does not select art materials or student uses most art materials in an unsafe and irresponsible manner.

Landscape Art	Student is able to create a landscape and includes a horizon line, foreground, middle ground and background.	Student is able to create a landscape that as 2-3 of the following 4: a horizon line, foreground, middle ground and background.	Student is able to create a picture of land but it lacks an organization of space.	Student did not create a landscape or did not use space to create depth but only shows items in nature.
Landscape Artist's Statement	Student is able to describe their landscape and identify the horizon line, foreground, middle ground and background.	Student is able to describe their landscape.	Student is able to describe part of their landscape.	Student struggles to describe their landscape, leaves out important details, or did not write or talk about a landscape.

#### Formative Assessment Tasks

These tasks should not be used as a grade but as a means for teachers to observe and identify students' skills and the application of knowledge.

- Formative Assessment Task 1: Provide students with a variety of artworks and ask them to group the landscapes together. Ask students to explain how they know which artworks are landscapes.
- Formative Assessment Task 2: Using the landscapes from formative assessment task 1, ask students to identify the horizon line, foreground, middle ground and background in landscape. Provide multiple opportunities for this activity. The teacher may choose to have students work in small groups or pairs. The teacher may also hand out colored objects like Legos and provide the following directions: "Place a red Lego in the foreground. Put a yellow Lego in the middle ground. Put a green Lego in the background. Connect several Legos together and lay them on the horizon line."
- Formative Assessment Task 3: While students are creating, use this checklist to identify students' knowledge level and ability to use art materials appropriately and safely. Provide mini lessons and modeling individually or in small groups for students who have not mastered these skills. Modify the project materials or expectations for students as needed due to any limitations they may have such as limited fine motor skills. Provide alternative materials where possible to allow all students to participate fully in the lesson.

Observation Checklist
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- Student can identify the 4 seasons.
- Student safely uses scissors by using scissors with their dominant hand and turning the paper with their nondominant hand.
- Student cuts smoothly (no jagged edges) and accurately along lines.
- Student can open a glue bottle or stick and use an appropriate amount of glue.
- Student paints without mixing colors or brushes.

### Summative Assessments

These assessments should be completed at the end of the unit.

- **Summative Assessment Task #1:** Individually ask students to point to the parts of a landscape a teacher names (foreground, middle ground, background, horizon line).

0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
Student cannot identify any of the 4 parts of a landscape.	Student can identify 1 part of a landscape.	Student can identify 2 parts of a landscape.	Student can identify 3 parts of a landscape.	Student can identify all 4 parts of a landscape.

- **Summative Assessment Task #2:** In the unit, students chose an artwork they created to display. Provide each student an opportunity to present their chosen artwork to the class. The teacher should model presenting their artwork by selecting one of his or her pieces of art and describing how to art work represents a season.

Tasks	0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
<ul style="list-style-type: none"> <li><input type="checkbox"/> Student selects one piece of his or her artwork.</li> <li><input type="checkbox"/> Student explains why they chose the artwork they did.</li> <li><input type="checkbox"/> Student can identify a purpose for their artwork.</li> <li><input type="checkbox"/> Student describes how artwork represents a season.</li> </ul>	Student is unable to complete any of the tasks.	Student is able to complete 1 of the tasks.	Student is able to complete 3\2 of the tasks.	Student is able to complete 3 of the tasks.	Student is able to complete all 4 of the tasks.

- Summative Assessment Task #3: Use this rubric to assess student's matted artwork.

Below Standard	Near Standard	At Standard	Above Standard
<p>Students attempted a landscape but did not include a horizon line.</p> <p>or</p> <p>Student did not create a landscape.</p> <p>or</p> <p>Students work is difficult to identify as a landscape.</p>	<p>Student attempted to create a landscape but use of space is still developing.</p> <p>or</p> <p>Student created a landscape that includes a horizon line but it lacks either a background or a foreground.</p>	<p>Student created a landscape that includes a horizon line, foreground and background. The landscape has no middle ground.</p>	<p>Student created a landscape that includes a horizon line, foreground, middle ground and background.</p>

#### Self-Assessments

- While students are creating their landscapes: *(also listed under Strategies for embedding instruction- Creating)* Students should be given ample time to create the artwork and encouraged to self-assess their work. The teacher can model or lead students in evaluating their own work by asking questions such as: Is it complete? Can more detail be added? Is the space well used? Is there any area that could use more color or detail? Is the artwork or landscape? How do you know? Is it a real place or imagined? The teacher may use these questions as part of a self-assessment and ask students to give a thumbs up for yes and a thumbs down for no. After assessing, students may decide to continue to work on their artwork and make changes. If they are satisfied with their work, they may also ask for peer feedback and

decide if they would like to apply the feedback their peers suggest.

- After students have matted their artwork:  
Students will rate their ability to create a landscape. The teacher will instruct “If you can create a landscape, thumbs up. If you are still learning to create a landscape, sideways thumbs. If you do not know how to create a landscape, thumbs down.” If the teacher would like documentation of student’s self-assessment, the teacher can ask students to sign their name on a paper divided into columns, writing their name in the column that designates their level of understanding as shown in this chart.

3- Thumbs Up I can create a landscape	2- Sideways Thumbs I am still learning to create a landscape	3- Thumbs Down I do not know how to create a landscape

**Knowledge, skills and vocabulary** *[focusing on concepts required to successfully complete the task]*

**Key vocabulary**

*All definitions are provided by Kentucky Educational Televisions Visual Arts Glossary*

Visual Arts Glossary. (n.d.). Retrieved November 25, 2019, from <https://www.ket.org/education/resources/visual-arts-glossary/>.

- Analogous: colors that are next to each other on the color wheel and are related by a single hue; e.g., red, red-orange, orange, and red-violet.
- Background: the part of the painting farthest from the viewer. Objects in the background are usually smaller and less distinct than other objects in the work.
- Color: the quality that is observed when light strikes a surface and is reflected to the eyes; different wavelengths of light create different colors
- Foreground: the part closest to you, the viewer. Objects in the foreground are usually larger and more detailed than other objects; they overlap other objects.
- Form: element of art that refers to the three-dimensional quality/qualities of an artwork (length, width, and depth) and encloses volume
- horizon line: the line in an artwork where the water or land ends and the sky begins
- impressionism: art movement emerging in the late 1860s that focused on the use of spontaneous, unblended brushstrokes of vibrant color to capture transient effects of light
- landscape: a subject matter category in which the main theme of the work is natural scenery such as mountains, valleys, trees,



rivers, and lakes

- line: element of art which refers to the mark(s) made on a surface by a moving point
- middle ground: area in a picture between the foreground and the background; Objects in the middle ground appear to be behind objects in the foreground.
- warm colors: a color group associated with red that includes red-orange, red-violet, orange, yellow-orange, and usually yellow.

### **Artworks, Artists, and Artifacts**

- Bonnard
  - Autumn View
- Gauguin
  - Breton Landscape David's Mill
  - By The Stream Autumn
  - Landscape in Arles near the Alyscamps
- Hassam
  - Autumn Boulevard
- Hockney
  - Woldgate Woods
- Hopper
  - October on Cape Cod
- Klimt
  - Birch Forest
- Monet
  - Autumn on the Seine at Argenteuil
  - The Studio Boat
  - Three Trees In Autumn
  - Two Grainstacks At The End Of The Day Autumn
- Moses
  - I'll Catch
- Picasso
  - Landscape of Gosol, Catalonia
- Renoir
  - The Bridge At Argenteuil In Autumn
  - The Duck Pond
- Rockwell
  - Sweet Memories
- Rousseau
  - Eiffel Tower at Sunset
- van Gogh
  - Autumn Landscape with Four Trees
  - Couple Walking in the Forest

○ Landscape with Trees

Resources:

- Van Gogh and the Seasons. (n.d.). Retrieved November 25, 2019, from [https://www.ngv.vic.gov.au/school\\_resource/van-gogh-and-the-seasons/](https://www.ngv.vic.gov.au/school_resource/van-gogh-and-the-seasons/).

**Knowledge and skills** [other than Key Vocabulary]

*Students will:*

- *identify a purpose of art*
- *observe well known artist's work of seasons*
- *contrast landscapes from different seasons*
- *observe multiple works of art that all illustrate one season*
- *compare the landscapes of that season including the use of line, form and color*
- *identify the four parts of a landscape (foreground, middle ground, background, horizon line)*
- *create works of art illustrating a season*
- *appropriately and safely use art materials*
- *present their artwork*
- *matte their artwork*
- *describe how the art work represents a season*

**Strategies for inclusion** (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.*)

- Include both written and visual directions including modeling steps of the project or photos of steps of the project
- Adapted scissors or ability to tear artwork instead of cutting with scissors
- Use punchers or die cuts for students to cut out parts of their landscape when they have difficulty cutting
- Grips for paintbrushes, crayons, markers, and other art supplies
- Stencils to trace shapes such as ovals for trees or rulers to make straight lines
- Provide visuals and manipulatives such as photos or models of items found in a landscape
- Increase time for processing and completing tasks

**Differentiation strategies** (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

- Group students working on the same season together
- Provide students meaningful choice for subject (ex. mountain, tree, river, playground) when they create their landscapes
- Provide choice of materials for creating the landscapes
- Give students a limited selection of artwork to choose from when comparing and contrasting images
- Limit number of choices for supplies and colors
- Provide a peer helper to encourage or support a student
- Vary paper size to students' desire and ability
- Provide mini lessons to reinforce skills
- Limit the requirements or criteria for the project
- Precut parts of a landscape and instruct student to glue to background

- Provide redirection and breaks to limit fatigue and distraction
- For students with visual impairments, use puffy paint or glue over their drawn lines so they have an edge to paint or color in
- Include photos or symbols with vocabulary words
- Use slant boards for students with visual impairments or fine motor challenges
- Gelli plates, forks, cardboard, sponges or finger-painting can be used instead of paintbrushes or crayons that require more fine motor control
- Put paint on the paper instead of on a palette
- Provide tempera paint sticks or dot to dot markers instead of pencils, crayons or thin markers that may be harder to hold
- Use painters tape to tape the paper the student is working on to the table so it doesn't move
- Sand, glitter, salt, etc. can be added to paint to give it texture

## Resources

- Stanska, Z. (2017, November 13). Famous Autumn Paintings Created by Famous Artists. Retrieved November 22, 2019, from <https://www.dailyartmagazine.com/autumn-paintings-created-by-famous-artists-to-stay-sane/>.
- Swanson, M. (2014, May 23). Perspective with Foreground, Middle ground, and Background. Retrieved November 25, 2019, from <https://www.youtube.com/watch?v=V0S5vZKR--Y>.
- Van Gogh and the Seasons. (n.d.). Retrieved November 25, 2019, from [https://www.ngv.vic.gov.au/school\\_resource/van-gogh-and-the-seasons/](https://www.ngv.vic.gov.au/school_resource/van-gogh-and-the-seasons/).

## Suggested formative and summative assessment devices *[rubrics, checklists, rating scales, etc.]*

See checklists and rubrics under unit-specific rubrics.

## Unit-specific rubrics

Pre-Assessment Task 1:

Pre-Assessment Checklist  
Student can identify:

	horizon line
	background
	middle ground
	foreground

Pre-Assessment Task 2:

	Above Standard	At Standard	Near Standard	Below Standard
Art Materials	Student selects art materials and uses them safely and responsibly.	Student selects art materials and uses most of them safely and responsibly.	Student selects art materials and uses some of them safely and responsibly.	Student does not select art materials or student uses most art materials in an unsafe and irresponsible manner.
Landscape Art	Student is able to create a landscape and includes a horizon line, foreground, middle ground and background.	Student is able to create a landscape that as 2-3 of the following 4: a horizon line, foreground, middle ground and background.	Student is able to create a picture of land but it lacks an organization of space.	Student did not create a landscape or did not use space to create depth but only shows items in nature.
Landscape Artist's Statement	Student is able to describe their landscape and identify the horizon line, foreground, middle ground and background.	Student is able to describe their landscape.	Student is able to describe part of their landscape.	Student struggles to describe their landscape, leaves out important details, or did not write or talk about a

Formative Assessment Task #3

Observation Checklist

- Student can identify the 4 seasons.
- Student safely uses scissors by using scissors with their dominant hand and turning the paper with their nondominant hand.
- Student cuts smoothly (no jagged edges) and accurately along lines.
- Student can open a glue bottle or stick and use an appropriate amount of glue.
- Student paints without mixing colors or brushes.

Summative Assessment Task #1:

0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
Student cannot identify any of the 4 parts of a landscape.	Student can identify 1 part of a landscape.	Student can identify 2 parts of a landscape.	Student can identify 3 parts of a landscape.	Student can identify all 4 parts of a landscape.

Summative Assessment Task #2:

Tasks	0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
<ul style="list-style-type: none"> <li><input type="checkbox"/> Student selects one piece of his or her artwork.</li> <li><input type="checkbox"/> Student explains why they chose the artwork they did.</li> <li><input type="checkbox"/> Student can identify a purpose for their artwork.</li> </ul>	Student is unable to complete any of the tasks.	Student is able to complete 1 of the tasks.	Student is able to complete 2 of the tasks.	Student is able to complete 3 of the tasks.	Student is able to complete all 4 of the tasks.

Student describes how artwork represents a season.

Summative Assessment Task #3

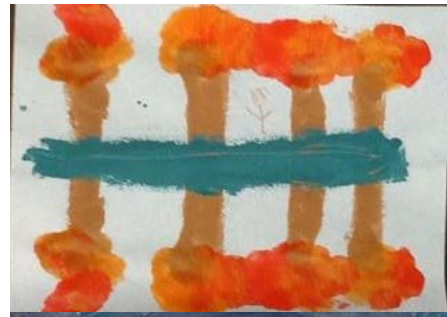
Below Standard	Near Standard	At Standard	Above Standard
<p>Students attempted a landscape but did not include a horizon line.</p> <p>or</p> <p>Student did not create a landscape.</p> <p>or</p> <p>Students work is difficult to identify as a landscape.</p>	<p>Student attempted to create a landscape but use of space is still developing.</p> <p>or</p> <p>Student created a landscape that includes a horizon line but it lacks either a background or a foreground.</p>	<p>Student created a landscape that includes a horizon line, foreground and background. The landscape has no middle ground.</p>	<p>Student created a landscape that includes a horizon line, foreground, middle ground and background.</p>

**Benchmarked Student Work** *[This is optional- Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site. It does require family permission to post.]*

Below Standard	Near Standard	At Standard	Above Standard
<p>Students attempted a landscape but did not include a horizon line.</p> <p>or</p> <p>Student did not create a landscape.</p> <p>or</p> <p>Students work is difficult to identify as a landscape.</p>	<p>Student attempted to create a landscape but use of space is still developing.</p> <p>or</p> <p>Student created a landscape that includes a horizon line but it lacks either a background or a foreground.</p>	<p>Student created a landscape that includes a horizon line, foreground and background. The landscape has no middle ground.</p>	<p>Student created a landscape that includes a horizon line, foreground, middle ground and background.</p>














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Artistic Process or Process Components	Enduring Understandings	Anchor Standards	Essential Questions	Performance Standards
Create	2: Organize and develop artistic ideas and work.	People create and interact with objects,	How do objects, places, and design shape lives	VA:Cr2.1.Ka Through experimentation,

		places, and design that define, shape, enhance, and empower their lives.	and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	build skills in various media and approaches to artmaking
Create	2: Organize and develop artistic ideas and work.	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	VA:Cr2.3.Ka Create art that represents natural and constructed environments.
Present	Select, analyze, and interpret artistic work for presentation.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?	VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.
Respond	Visual imagery influences understanding of and	What is an image? Where and how do we encounter	7: Perceive and analyze artistic work	VA:Re.7.2.Ka Describe what an image

	responses to the world.	images in our world? How do images influence our views of the world?		represents.
Connect	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:Cn11.1.Ka Identify a purpose of an artwork

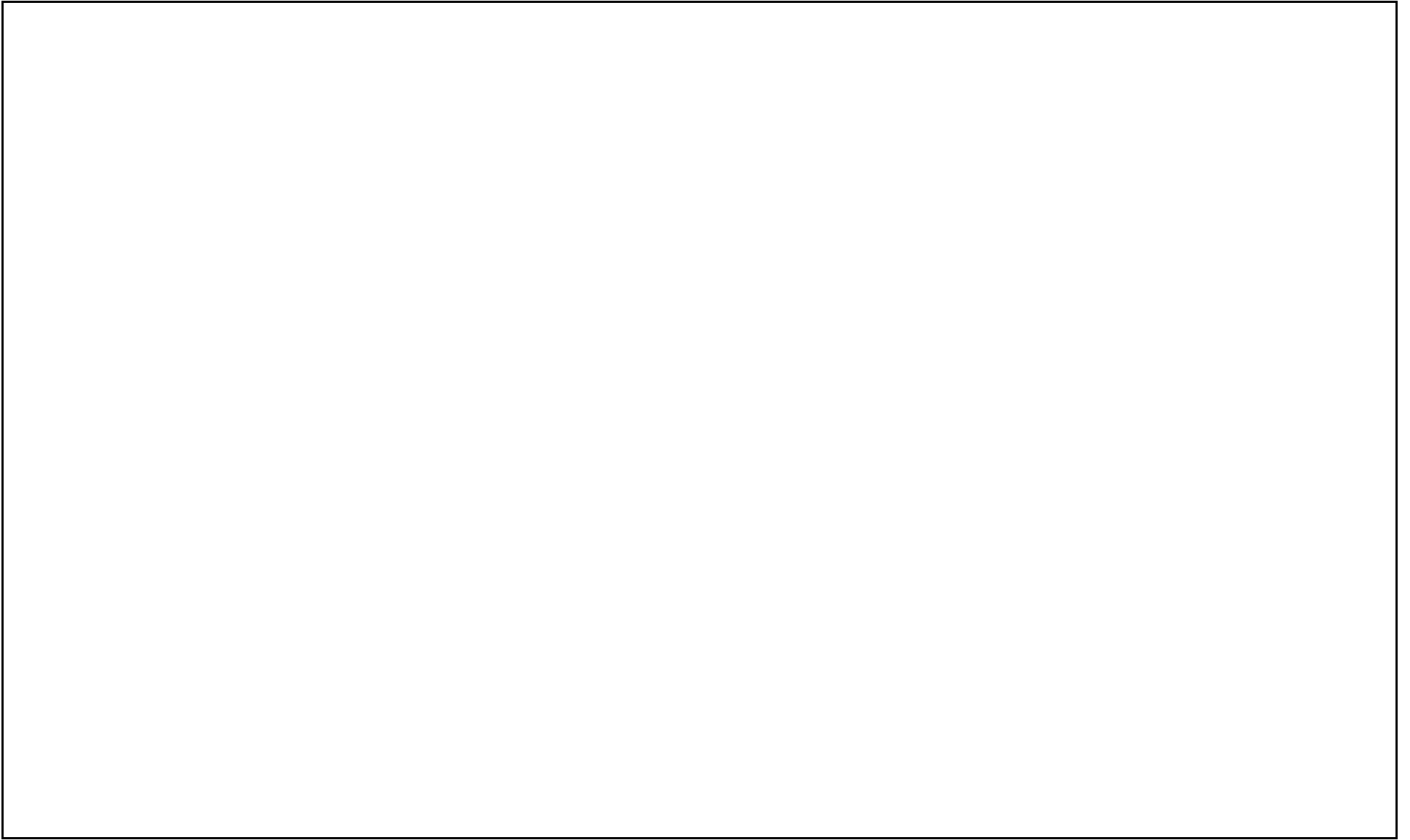
Pre Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw a landscape.





Write about your landscape.

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**5. Visual and Performing Arts :: b. K-2 Visual Arts Scope and  
Sequence Documents :: K-2 Visual Arts**

# Delaware Standards for Visual & Performing Arts

## Visual Arts Model Unit of Instruction Kindergarten - Gateway Lab School

### Discipline: Visual Arts

**Artistic Processes:** Creating, Presenting, Responding, and Connecting

**Title:** Landscapes through the Seasons

**Description:** In this unit, students will explore a season by responding and connecting to landscapes created by van Gogh, Monet and other artists. Students will create landscapes using various media and will present their masterpieces.

**Grade:** Kindergarten

In this Model Unit of Instruction (MUI) you will find: (mark all that apply)

<input checked="" type="checkbox"/> <b>Strategies for embedding in instruction</b>	<input checked="" type="checkbox"/> <b>Assessment procedures</b>	<input checked="" type="checkbox"/> <b>Knowledge, skills and vocabulary</b>	<input checked="" type="checkbox"/> <b>Differentiation strategies</b> <input checked="" type="checkbox"/> <b>Strategies for inclusion</b>
<input checked="" type="checkbox"/> <b>Suggested formative and summative assessment scoring devices</b> <input checked="" type="checkbox"/> <b>Unit specific rubrics</b>	<input checked="" type="checkbox"/> <b>Resources needed for unit implementation</b>	<input type="checkbox"/> <b>LFS strategies</b> <input type="checkbox"/> <b>UbD strategies</b>	<input checked="" type="checkbox"/> <b>Benchmarked student work (with parental permission to upload to DOE website)</b>

**Estimate time for teaching and assessment:** (mark the appropriate box)

(Note: Time entered below is to assist teachers for planning purposes. Time estimates are to be used as a guideline.)

Approximately \_\_\_\_ hours       To be determined by the individual teacher

### Standards for embedding instruction

VA: Cr2.1.Ka: Through experimentation, build skills in various media and approaches to artmaking

VA: Cr2.3.Ka: Create art that represents natural and constructed environments.

VA: Pr4.1.Ka: Select art objects for personal portfolio and display, explaining why they were chosen.

VA: Re.7.2.Ka: Describe what an image represents.

VA:Cn11.1.Ka: Identify a purpose of an artwork

### **Strategies for embedding instruction**

#### *Responding*

1. Students examine the landscape around their school and photos of their school through different seasons. Teachers can take students outside to walk around the school and identify the seasons or gather with students around a window. Students should be able to identify the season based on their observation of a tree.
2. In the art room, the teacher presents artworks that display a season. Students observe the artworks and identify the season providing supporting details. For example, the season is spring because the grass is short and the leaves on the trees are green.
3. Students compare and contrast artwork of different seasons including works of Monet and van Gogh. Autumn artwork by well-known artists can be viewed here:

Stanska, Z. (2017, November 13). Famous Autumn Paintings Created by Famous Artists. Retrieved November 22, 2019, from <https://www.dailyartmagazine.com/autumn-paintings-created-by-famous-artists-to-stay-sane/>.

4. Given a collection of artworks, students classify artworks by season. The teacher will give each student an artwork by a famous artist. Each corner of the room will be labeled with a season. Students will move to the corner that represents their artwork.

#### *Connecting*

1. The teacher will display an artwork of a season and ask the class “What is the purpose of this artwork?” After hearing several student answers and making a list of the purposes of an artwork, the teacher can explain that an artwork can have many purposes. An artwork may be imagined or may be real. The landscape painting can be a dream of where someone would like to visit or a memory of a place they have visited. An artwork can be like a photo of something that a person remembers. A painting of a school playground might make someone happy and show a location or illustrate a story like Grandma Moses’ “I’ll Catch.” The artwork can relax or entertain. It can show an experience or beauty. Art can express a thought or feeling. Art can also celebrate something like a special event.
2. After students have created landscapes, the teacher can ask students to identify the purpose of their artwork.

#### *Creating*

1. The teacher should introduce students to the parts of a landscape including the horizon line, foreground, middle ground and background. The video below provides one way to teach students the parts of a landscape.  
Swanson, M. (2014, May 23). Perspective with Foreground, Middle ground, and Background. Retrieved November 25, 2019, from <https://www.youtube.com/watch?v=V0S5vZKR--Y>.
2. After instructing students on the parts of a landscape and showing various examples of landscapes and their parts, the teacher will set out materials students may use in art making and review how to safely use the materials.
3. The teacher may model a step by step approach to create artwork representing a specific season or the teacher may only assign the theme of a season and limit students’ choice of media. The teacher may follow a TAB based approach or a step by step process instructing students to create artwork.
4. Students may make multiple pieces of art and may make artwork from multiple seasons at the teacher’s discretion. The teacher may instruct students to make a landscape with a background, foreground and middle ground or may decide to limit the criteria to

having a horizon line and creating a natural environment (example: trees, grass, mountains, rivers, oceans, landforms and waterways).

5. Students should be given ample time to create the artwork and encouraged to self-assess their work. The teacher can model or lead students in evaluating their own work by asking questions such as: Is it complete? Can more detail be added? Is the space well used? Is there any area that could use more color or detail? Is the artwork or landscape? How do you know? Is it a real place or imagined? The teacher may use these questions as part of a self-assessment and ask students to give a thumbs up for yes and a thumbs down for no. After assessing, students may decide to continue to work on their artwork and make changes. If they are satisfied with their work, they may also ask for peer feedback and decide if they would like to apply the feedback their peers suggest.

### *Presenting*

1. Student will choose 1 of their artworks to mat and label. Artwork may be matted by being glued onto construction paper to create a frame. The teacher can provide labels for the student to fill out or demonstrate where to label the artwork.
  - a. If the teacher gave students the option to pick their season: The teacher will create a display area with 4 sections. Sections may be a large bulletin board divided into 4 parts, 4 different colors of display paper, or clothesline strung in the hallway. Students will hang their artwork in the area that matches the season they created...
  - b. If the teacher chose the season, the teacher will prepare a display area (bulletin board, clothesline, etc.) and direct students to hang their artwork where they would like it. Reminding them to display it neatly, right side up and work together to make sure the other students' artworks can fit and be seen.
2. Think-Pair-Share: Two students will pair up to name 2 similarities in their artworks related to their creation of a season. For example, students may observe that they both painted the season autumn and used the color orange to paint leaves and both included a cloudy sky.
3. Students may present their artwork and explain why they chose the season or landscape they did. The teacher may choose to have other students ask a question or share a comment about the artwork the student is presenting. For example: student artwork may be uploaded to a web-based gallery, the teacher can videotape each student describing their artwork and explaining why they chose the season or landscape they did. These videos can be shown on a school TV channel, at parent conference night.

### **Assessment procedures** *[outline of procedures necessary to obtain comparable work from multiple teachers]*

Teachers should provide multiple opportunities for students to develop the knowledge and skills assessed. Background knowledge and current skill level should be considered when pre-teaching and presenting the lessons and activities.

When assessing a student, all materials should be presented to them and accessible to them at their current level of understanding.

Accommodations should be made that meet students' IEP and 504 plans.

Assessment Tasks:

Pre-Assessment Tasks:

These tasks should be used before teaching the unit to determine students' current level of knowledge and skill in identifying

landscapes.

● Pre-Assessment Task 1: Key Vocabulary

Hand out landscape photos, a different photo to each child. Ask the class to name this type of image. If they do not answer using the term landscape, provide them 4 choices: Still Life, Abstract, Portrait or Landscape.

Next ask students to look at their landscape photos. Depending on the size of the class, you can name the key word and ask students to point to it while you check off who is correct or incorrect in their identification. Alternatively, you can give students a simple direction to follow, for example, "Draw a red line on the horizon line." "Draw a star in the foreground." "Use a blue marker to circle the background."

Pre-Assessment Checklist	
Student can identify:	
	horizon line
	background
	middle ground
	foreground

● Pre-Assessment Task 2: Create a Landscape

Hand out one copy of the Pre-Assessment Task at the end of this unit to each student. Read the directions aloud and supply students with art supplies (crayons, markers, colored pencils, collage materials, scissors, and glue) to create a landscape. On side 2 of the pre assessment task, students can write about their landscape. As many kindergarteners have not learned to write sentences, they may write words that describe their picture. Alternatively, teachers may scribe for students or videotape students' responses.

Rubric

This rubric assesses students' ability to create a landscape and use art materials appropriately.

	Above Standard	At Standard	Near Standard	Below Standard
Art Materials	Student selects art materials and uses them safely and responsibly.	Student selects art materials and uses most of them safely and responsibly.	Student selects art materials and uses some of them safely and responsibly.	Student does not select art materials or student uses most art materials in an unsafe and irresponsible manner.

Landscape Art	Student is able to create a landscape and includes a horizon line, foreground, middle ground and background.	Student is able to create a landscape that as 2-3 of the following 4: a horizon line, foreground, middle ground and background.	Student is able to create a picture of land but it lacks an organization of space.	Student did not create a landscape or did not use space to create depth but only shows items in nature.
Landscape Artist's Statement	Student is able to describe their landscape and identify the horizon line, foreground, middle ground and background.	Student is able to describe their landscape.	Student is able to describe part of their landscape.	Student struggles to describe their landscape, leaves out important details, or did not write or talk about a landscape.

#### Formative Assessment Tasks

These tasks should not be used as a grade but as a means for teachers to observe and identify students' skills and the application of knowledge.

- Formative Assessment Task 1: Provide students with a variety of artworks and ask them to group the landscapes together. Ask students to explain how they know which artworks are landscapes.
- Formative Assessment Task 2: Using the landscapes from formative assessment task 1, ask students to identify the horizon line, foreground, middle ground and background in landscape. Provide multiple opportunities for this activity. The teacher may choose to have students work in small groups or pairs. The teacher may also hand out colored objects like Legos and provide the following directions: "Place a red Lego in the foreground. Put a yellow Lego in the middle ground. Put a green Lego in the background. Connect several Legos together and lay them on the horizon line."
- Formative Assessment Task 3: While students are creating, use this checklist to identify students' knowledge level and ability to use art materials appropriately and safely. Provide mini lessons and modeling individually or in small groups for students who have not mastered these skills. Modify the project materials or expectations for students as needed due to any limitations they may have such as limited fine motor skills. Provide alternative materials where possible to allow all students to participate fully in the lesson.

Observation Checklist



- Student can identify the 4 seasons.
- Student safely uses scissors by using scissors with their dominant hand and turning the paper with their nondominant hand.
- Student cuts smoothly (no jagged edges) and accurately along lines.
- Student can open a glue bottle or stick and use an appropriate amount of glue.
- Student paints without mixing colors or brushes.

### Summative Assessments

These assessments should be completed at the end of the unit.

- **Summative Assessment Task #1:** Individually ask students to point to the parts of a landscape a teacher names (foreground, middle ground, background, horizon line).

0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
Student cannot identify any of the 4 parts of a landscape.	Student can identify 1 part of a landscape.	Student can identify 2 parts of a landscape.	Student can identify 3 parts of a landscape.	Student can identify all 4 parts of a landscape.

- **Summative Assessment Task #2:** In the unit, students chose an artwork they created to display. Provide each student an opportunity to present their chosen artwork to the class. The teacher should model presenting their artwork by selecting one of his or her pieces of art and describing how to art work represents a season.

Tasks	0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
<ul style="list-style-type: none"> <li><input type="checkbox"/> Student selects one piece of his or her artwork.</li> <li><input type="checkbox"/> Student explains why they chose the artwork they did.</li> <li><input type="checkbox"/> Student can identify a purpose for their artwork.</li> <li><input type="checkbox"/> Student describes how artwork represents a season.</li> </ul>	Student is unable to complete any of the tasks.	Student is able to complete 1 of the tasks.	Student is able to complete 3\2 of the tasks.	Student is able to complete 3 of the tasks.	Student is able to complete all 4 of the tasks.

- Summative Assessment Task #3: Use this rubric to assess student's matted artwork.

Below Standard	Near Standard	At Standard	Above Standard
<p>Students attempted a landscape but did not include a horizon line.</p> <p>or</p> <p>Student did not create a landscape.</p> <p>or</p> <p>Students work is difficult to identify as a landscape.</p>	<p>Student attempted to create a landscape but use of space is still developing.</p> <p>or</p> <p>Student created a landscape that includes a horizon line but it lacks either a background or a foreground.</p>	<p>Student created a landscape that includes a horizon line, foreground and background. The landscape has no middle ground.</p>	<p>Student created a landscape that includes a horizon line, foreground, middle ground and background.</p>

#### Self-Assessments

- While students are creating their landscapes: *(also listed under Strategies for embedding instruction- Creating)* Students should be given ample time to create the artwork and encouraged to self-assess their work. The teacher can model or lead students in evaluating their own work by asking questions such as: Is it complete? Can more detail be added? Is the space well used? Is there any area that could use more color or detail? Is the artwork or landscape? How do you know? Is it a real place or imagined? The teacher may use these questions as part of a self-assessment and ask students to give a thumbs up for yes and a thumbs down for no. After assessing, students may decide to continue to work on their artwork and make changes. If they are satisfied with their work, they may also ask for peer feedback and

decide if they would like to apply the feedback their peers suggest.

- After students have matted their artwork:  
Students will rate their ability to create a landscape. The teacher will instruct “If you can create a landscape, thumbs up. If you are still learning to create a landscape, sideways thumbs. If you do not know how to create a landscape, thumbs down.” If the teacher would like documentation of student’s self-assessment, the teacher can ask students to sign their name on a paper divided into columns, writing their name in the column that designates their level of understanding as shown in this chart.

3- Thumbs Up I can create a landscape	2- Sideways Thumbs I am still learning to create a landscape	3- Thumbs Down I do not know how to create a landscape

**Knowledge, skills and vocabulary** *[focusing on concepts required to successfully complete the task]*

**Key vocabulary**

*All definitions are provided by Kentucky Educational Televisions Visual Arts Glossary*

Visual Arts Glossary. (n.d.). Retrieved November 25, 2019, from <https://www.ket.org/education/resources/visual-arts-glossary/>.

- Analogous: colors that are next to each other on the color wheel and are related by a single hue; e.g., red, red-orange, orange, and red-violet.
- Background: the part of the painting farthest from the viewer. Objects in the background are usually smaller and less distinct than other objects in the work.
- Color: the quality that is observed when light strikes a surface and is reflected to the eyes; different wavelengths of light create different colors
- Foreground: the part closest to you, the viewer. Objects in the foreground are usually larger and more detailed than other objects; they overlap other objects.
- Form: element of art that refers to the three-dimensional quality/qualities of an artwork (length, width, and depth) and encloses volume
- horizon line: the line in an artwork where the water or land ends and the sky begins
- impressionism: art movement emerging in the late 1860s that focused on the use of spontaneous, unblended brushstrokes of vibrant color to capture transient effects of light
- landscape: a subject matter category in which the main theme of the work is natural scenery such as mountains, valleys, trees,

rivers, and lakes

- line: element of art which refers to the mark(s) made on a surface by a moving point
- middle ground: area in a picture between the foreground and the background; Objects in the middle ground appear to be behind objects in the foreground.
- warm colors: a color group associated with red that includes red-orange, red-violet, orange, yellow-orange, and usually yellow.

### **Artworks, Artists, and Artifacts**

- Bonnard
  - Autumn View
- Gauguin
  - Breton Landscape David's Mill
  - By The Stream Autumn
  - Landscape in Arles near the Alyscamps
- Hassam
  - Autumn Boulevard
- Hockney
  - Woldgate Woods
- Hopper
  - October on Cape Cod
- Klimt
  - Birch Forest
- Monet
  - Autumn on the Seine at Argenteuil
  - The Studio Boat
  - Three Trees In Autumn
  - Two Grainstacks At The End Of The Day Autumn
- Moses
  - I'll Catch
- Picasso
  - Landscape of Gosol, Catalonia
- Renoir
  - The Bridge At Argenteuil In Autumn
  - The Duck Pond
- Rockwell
  - Sweet Memories
- Rousseau
  - Eiffel Tower at Sunset
- van Gogh
  - Autumn Landscape with Four Trees
  - Couple Walking in the Forest

- Landscape with Trees

Resources:

- Van Gogh and the Seasons. (n.d.). Retrieved November 25, 2019, from [https://www.ngv.vic.gov.au/school\\_resource/van-gogh-and-the-seasons/](https://www.ngv.vic.gov.au/school_resource/van-gogh-and-the-seasons/).

**Knowledge and skills** [other than Key Vocabulary]

*Students will:*

- *identify a purpose of art*
- *observe well known artist's work of seasons*
- *contrast landscapes from different seasons*
- *observe multiple works of art that all illustrate one season*
- *compare the landscapes of that season including the use of line, form and color*
- *identify the four parts of a landscape (foreground, middle ground, background, horizon line)*
- *create works of art illustrating a season*
- *appropriately and safely use art materials*
- *present their artwork*
- *matte their artwork*
- *describe how the art work represents a season*

**Strategies for inclusion** (*Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.*)

- Include both written and visual directions including modeling steps of the project or photos of steps of the project
- Adapted scissors or ability to tear artwork instead of cutting with scissors
- Use punchers or die cuts for students to cut out parts of their landscape when they have difficulty cutting
- Grips for paintbrushes, crayons, markers, and other art supplies
- Stencils to trace shapes such as ovals for trees or rulers to make straight lines
- Provide visuals and manipulatives such as photos or models of items found in a landscape
- Increase time for processing and completing tasks

**Differentiation strategies** (*Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.*)

- Group students working on the same season together
- Provide students meaningful choice for subject (ex. mountain, tree, river, playground) when they create their landscapes
- Provide choice of materials for creating the landscapes
- Give students a limited selection of artwork to choose from when comparing and contrasting images
- Limit number of choices for supplies and colors
- Provide a peer helper to encourage or support a student
- Vary paper size to students' desire and ability
- Provide mini lessons to reinforce skills
- Limit the requirements or criteria for the project
- Precut parts of a landscape and instruct student to glue to background

- Provide redirection and breaks to limit fatigue and distraction
- For students with visual impairments, use puffy paint or glue over their drawn lines so they have an edge to paint or color in
- Include photos or symbols with vocabulary words
- Use slant boards for students with visual impairments or fine motor challenges
- Gelli plates, forks, cardboard, sponges or finger-painting can be used instead of paintbrushes or crayons that require more fine motor control
- Put paint on the paper instead of on a palette
- Provide tempera paint sticks or dot to dot markers instead of pencils, crayons or thin markers that may be harder to hold
- Use painters tape to tape the paper the student is working on to the table so it doesn't move
- Sand, glitter, salt, etc. can be added to paint to give it texture

## Resources

- Stanska, Z. (2017, November 13). Famous Autumn Paintings Created by Famous Artists. Retrieved November 22, 2019, from <https://www.dailyartmagazine.com/autumn-paintings-created-by-famous-artists-to-stay-sane/>.
- Swanson, M. (2014, May 23). Perspective with Foreground, Middle ground, and Background. Retrieved November 25, 2019, from <https://www.youtube.com/watch?v=V0S5vZKR--Y>.
- Van Gogh and the Seasons. (n.d.). Retrieved November 25, 2019, from [https://www.ngv.vic.gov.au/school\\_resource/van-gogh-and-the-seasons/](https://www.ngv.vic.gov.au/school_resource/van-gogh-and-the-seasons/).

## Suggested formative and summative assessment devices *[rubrics, checklists, rating scales, etc.]*

See checklists and rubrics under unit-specific rubrics.

## Unit-specific rubrics

Pre-Assessment Task 1:

Pre-Assessment Checklist  
Student can identify:

	horizon line
	background
	middle ground
	foreground

Pre-Assessment Task 2:

	Above Standard	At Standard	Near Standard	Below Standard
Art Materials	Student selects art materials and uses them safely and responsibly.	Student selects art materials and uses most of them safely and responsibly.	Student selects art materials and uses some of them safely and responsibly.	Student does not select art materials or student uses most art materials in an unsafe and irresponsible manner.
Landscape Art	Student is able to create a landscape and includes a horizon line, foreground, middle ground and background.	Student is able to create a landscape that as 2-3 of the following 4: a horizon line, foreground, middle ground and background.	Student is able to create a picture of land but it lacks an organization of space.	Student did not create a landscape or did not use space to create depth but only shows items in nature.
Landscape Artist's Statement	Student is able to describe their landscape and identify the horizon line, foreground, middle ground and background.	Student is able to describe their landscape.	Student is able to describe part of their landscape.	Student struggles to describe their landscape, leaves out important details, or did not write or talk about a

Formative Assessment Task #3

Observation Checklist

- Student can identify the 4 seasons.
- Student safely uses scissors by using scissors with their dominant hand and turning the paper with their nondominant hand.
- Student cuts smoothly (no jagged edges) and accurately along lines.
- Student can open a glue bottle or stick and use an appropriate amount of glue.
- Student paints without mixing colors or brushes.

Summative Assessment Task #1:

0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
Student cannot identify any of the 4 parts of a landscape.	Student can identify 1 part of a landscape.	Student can identify 2 parts of a landscape.	Student can identify 3 parts of a landscape.	Student can identify all 4 parts of a landscape.

Summative Assessment Task #2:

Tasks	0 Unsatisfactory	1 Needs Work	2 Developing	3 Satisfactory	4 Outstanding
<ul style="list-style-type: none"> <li><input type="checkbox"/> Student selects one piece of his or her artwork.</li> <li><input type="checkbox"/> Student explains why they chose the artwork they did.</li> <li><input type="checkbox"/> Student can identify a purpose for their artwork.</li> </ul>	Student is unable to complete any of the tasks.	Student is able to complete 1 of the tasks.	Student is able to complete 2 of the tasks.	Student is able to complete 3 of the tasks.	Student is able to complete all 4 of the tasks.



Student describes how artwork represents a season.

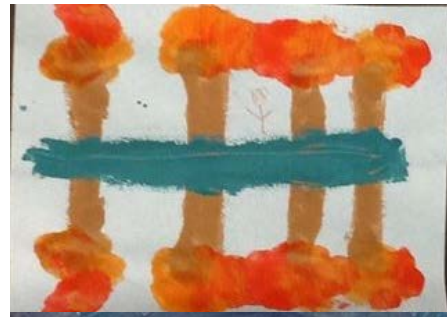
Summative Assessment Task #3

Below Standard	Near Standard	At Standard	Above Standard
<p>Students attempted a landscape but did not include a horizon line.</p> <p>or</p> <p>Student did not create a landscape.</p> <p>or</p> <p>Students work is difficult to identify as a landscape.</p>	<p>Student attempted to create a landscape but use of space is still developing.</p> <p>or</p> <p>Student created a landscape that includes a horizon line but it lacks either a background or a foreground.</p>	<p>Student created a landscape that includes a horizon line, foreground and background. The landscape has no middle ground.</p>	<p>Student created a landscape that includes a horizon line, foreground, middle ground and background.</p>

**Benchmarked Student Work** *[This is optional- Above Standard, At Standard, Near Standard and Below Standard work to illustrate expectations on web site. It does require family permission to post.]*

Below Standard	Near Standard	At Standard	Above Standard
<p>Students attempted a landscape but did not include a horizon line.</p> <p>or</p> <p>Student did not create a landscape.</p> <p>or</p> <p>Students work is difficult to identify as a landscape.</p>	<p>Student attempted to create a landscape but use of space is still developing.</p> <p>or</p> <p>Student created a landscape that includes a horizon line but it lacks either a background or a foreground.</p>	<p>Student created a landscape that includes a horizon line, foreground and background. The landscape has no middle ground.</p>	<p>Student created a landscape that includes a horizon line, foreground, middle ground and background.</p>












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Artistic Process or Process Components	Enduring Understandings	Anchor Standards	Essential Questions	Performance Standards
Create	2: Organize and develop artistic ideas and work.	People create and interact with objects,	How do objects, places, and design shape lives	VA:Cr2.1.Ka Through experimentation,



		places, and design that define, shape, enhance, and empower their lives.	and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	build skills in various media and approaches to artmaking
Create	2: Organize and develop artistic ideas and work.	People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.	How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?	VA:Cr2.3.Ka Create art that represents natural and constructed environments.
Present	Select, analyze, and interpret artistic work for presentation.	Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects artifacts, and artworks for preservation and presentation.	How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?	VA:Pr4.1.Ka Select art objects for personal portfolio and display, explaining why they were chosen.
Respond	Visual imagery influences understanding of and	What is an image? Where and how do we encounter	7: Perceive and analyze artistic work	VA:Re.7.2.Ka Describe what an image

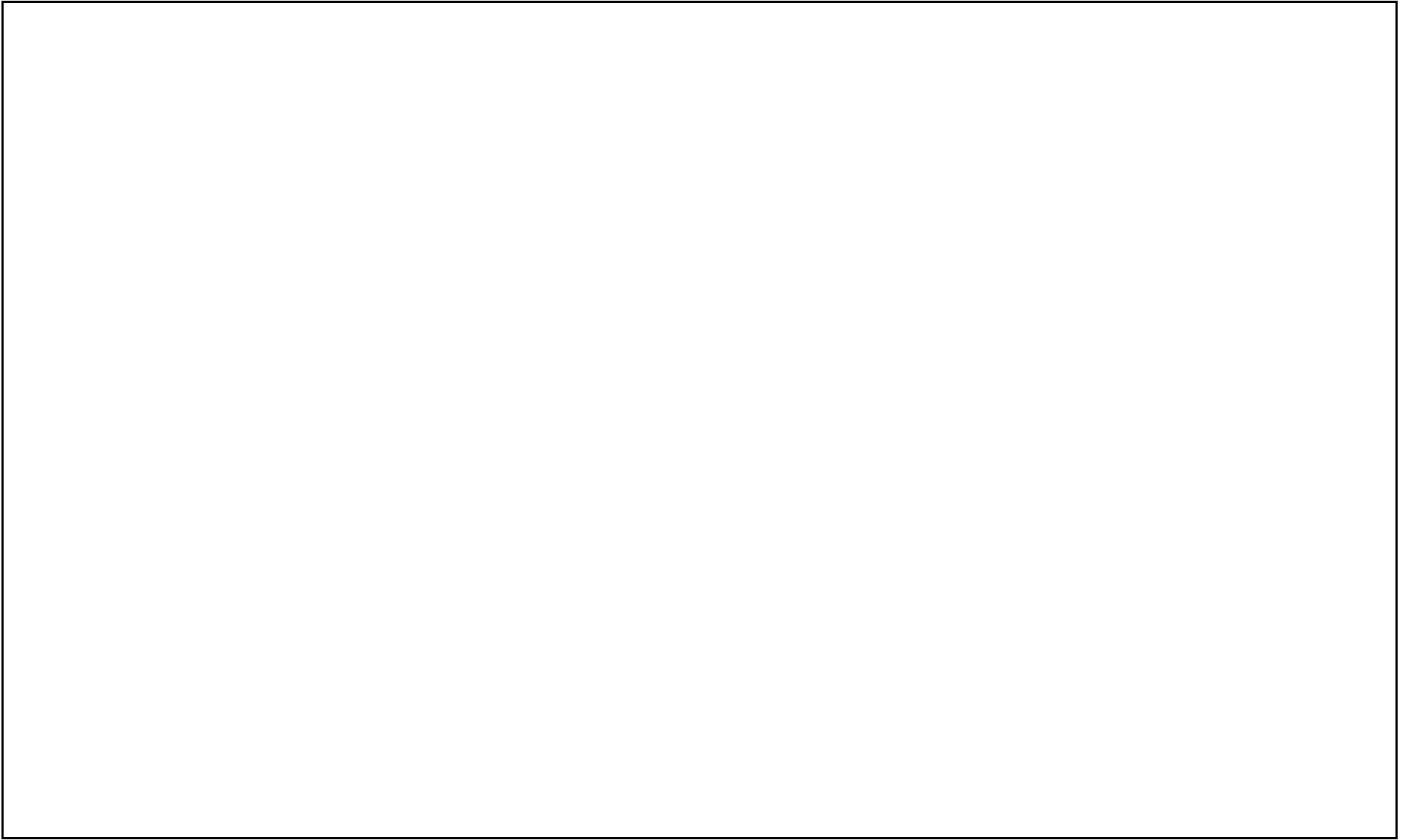
	responses to the world.	images in our world? How do images influence our views of the world?		represents.
Connect	People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.	How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?	11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	VA:Cn11.1.Ka Identify a purpose of an artwork

Pre Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Draw a landscape.



Write about your landscape.

---



**5. Visual and Performing Arts :: b. K-2 Visual Arts Scope and  
Sequence Documents :: K-2 Visual Arts Part 2**



# Visual & Performing Arts

## Evidence of Alignment Expectations

**Grade Band/Proficiency Level Expectations-** *Please use this template to describe the student outcomes of the instructional grade band or proficiency level.*

<b>K-2</b>	<b>3-5</b>	<b>6-8</b>
<b>NOVICE</b>	<b>INTERMEDIATE</b>	<b>PROFICIENT</b>
	<b>ACCOMPLISHED</b>	<b>ADVANCED</b>
<b>In the following arts discipline:</b>		
(Visual Arts)		
<b>DANCE</b>	<b>MEDIA ARTS</b>	<b>MUSIC</b>
	<b>THEATRE</b>	<b>VISUAL ARTS</b>

**Students CAN** (Please add lines as needed)

**Delaware Performance Standards**

I CAN be safe when using art supplies.	VA: Cr.2.2.k Identify safe and non-toxic art materials, tools, and equipment.
I CAN pick some of my own art to share.	VA: Pr4.1.k Select art objects for personal portfolio and display, explaining why they were chosen.
I CAN tell why I chose the art.	VA: Pr4.1.k Select art objects for personal portfolio and display, explaining why they were chosen.
I CAN describe what the artwork is about.	VA: Re8.1.k Interpret art by identifying subject matter and describing relevant details.
I CAN tell why art was made.	VA: Cn11.1.k Identify a purpose of an artwork.

## **Students Demonstrate UNDERSTANDING**

*Students will demonstrate their knowledge, skills and understanding through the following instruments that are aligned to the Delaware Standards for Visual & Performing Arts:*

### **FORMATIVE ASSESSMENT MEASURES**

### **Delaware Performance Standards**

Group Discussion	VA: Cr.2.2.k Identify safe and non-toxic art materials, tools, and equipment.
Exit Ticket (Check for understanding)	VA: Pr4.1.k Select art objects for personal portfolio and display, explaining why they were chosen.
Group Discussion	VA: Re8.1.k Interpret art by identifying subject matter and describing relevant details.
Group Discussion	VA: Cn11.1.k Identify a purpose of an artwork.

### **SUMMATIVE ASSESSMENT MEASURES**

### **Delaware Performance Standards**

Holistic Rubric	VA: Cr.2.2.k Identify safe and non-toxic art materials, tools, and equipment.
	VA: Pr4.1.k Select art objects for personal portfolio and display, explaining why they were chosen.
	VA: Re8.1.k Interpret art by identifying subject matter and describing relevant details.
	VA: Cn11.1.k Identify a purpose of an artwork.

## **Students KNOW**

*Throughout instruction, students will utilize the following Tier II and Tier III vocabulary words.*

<b>Techniques:</b>	<b>Art Elements:</b>	<b>Art Principles:</b>	<b>Content:</b>
Zig-Zag	Line	Symmetry	Symmetry
Diagonal	Shape	Critical	Composition
Wavy			Materials
Curly			Medium
Horizontal			Art
Vertical			
Dotted			



**5. Visual and Performing Arts :: c. Music - Kindergarten Model Unit of Instruction**

**Delaware Standards for Visual & Performing Arts**

**MUSIC Model Unit of Instruction - KINDERGARTEN – Gateway Lab School**

**Discipline: Music**

**Artistic Processes:** Create, Perform, Respond, Connect

**Title: Music DIY**

Description: Kindergarten students will show an understanding of form by performing and responding. They will show their understanding through singing, movement, and manipulatives. Students will explore contrast and create their own compositions.

**Grade: K**

In this Model Unit of Instruction (MUI) you will find: (mark all that apply)

<input checked="" type="checkbox"/> <b>X Strategies for instruction</b> <input checked="" type="checkbox"/> <b>X Standards for instruction</b>	<input checked="" type="checkbox"/> <b>X Assessment procedures</b>	<input checked="" type="checkbox"/> <b>X Knowledge, skills and vocabulary</b>	<input checked="" type="checkbox"/> <b>X Differentiation strategies</b> <input checked="" type="checkbox"/> <b>X Strategies for inclusion</b>
<input checked="" type="checkbox"/> <b>X Suggested formative and summative assessment scoring devices</b> <input checked="" type="checkbox"/> <b>x Unit specific rubrics</b>	<input checked="" type="checkbox"/> <b>X Resources needed for unit implementation</b>	<input type="checkbox"/> <b>LFS strategies</b> <input type="checkbox"/> <b>UbD strategies</b>	<input type="checkbox"/> <b>Benchmarked student work (with parental permission to upload to DOE website)</b>

**Estimate time for teaching and assessment:** (mark the appropriate box)

(Note: Time entered below is to assist teachers for planning purposes. Time estimates are to be used as a guideline.)

Approximately \_\_\_\_\_ hours       To be determined by the individual teacher

**Standards for embedding instruction**

**Creating**

**MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour)**

- I CAN move, sing, and play instruments to different songs.

**MU:Cr1.1.Kb With guidance, generate musical ideas(such as movements or motives)**

- I CAN create a musical idea—with help.

**MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology**

- I CAN choose and show my favorite musical ideas, with help.

**MU: Cr3.2.Ka With guidance, demonstrate a final version of personal musical ideas to peers.**

- I CAN share my musical ideas with others, with help.

**Performing**

**MU: Pr4.2. Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.**

- I CAN explore and show how selected performance songs are different, with help.

**MU: Pr6.1. Kb Perform appropriately for the audience.**

- I CAN perform music with feeling, with help.

**Responding**

**MU: Re7.2. Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.**

- I CAN show how musical ideas are used in music.

**MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators’/performers’ expressive and intent.**

- I CAN tell you, with help, how the composer/performer used musical ideas to share a thought or feeling.

**Connecting**

**MU: Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

- I CAN show an understanding of the Arts when I perform, create and respond.

**MU: Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.**

- I CAN tell you how Music relates to other subjects and daily life.

**Strategies for embedding instruction** *[possible sequence & strategies to align instruction and assessment to the Standards for Visual & Performing Arts within a classroom unit]*

**Creating** - Students will create their own contrasting composition using rhythm.

**Performing** - Students will perform various pieces of music showing understanding of form with movement and/or manipulatives.

**Responding** - Students will demonstrate how musical form uses contrasting qualities such as loud/soft, fast/slow, same/different using various movements and/or manipulatives.

**Connecting** - Students will connect musical concepts with the mathematical concept of patterns.

**Assessment procedures** *[outline of procedures necessary to obtain comparable work from multiple teachers]*

**Knowledge, skills and vocabulary** *[focusing on concepts required to successfully complete the task]*

**Key vocabulary:** Loud, Soft, Fast, Slow, Call and Response, Form (i.e.: AB, ABA, etc.), Beat, Create, Perform, Rhythm

**Knowledge and skills** [other than Key Vocabulary]

Students will:

- Identify form based on concepts of same/different
- Create their own songs in specified forms.
- Show understanding of form using various mediums (i.e.: colors, shapes, manipulatives, hand signs, movement, instruments, fast/slow, loud/soft)
- Students will use appropriate vocabulary to express and communicate contrasting qualities of music in relation to form.

**Strategies for inclusion** *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

**Differentiation strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

**Resources** *[for unit implementation]*

Manipulatives (such as blocks, different colored papers, shapes, counting bears etc.), a varied repertoire of music showing form and contrast, visualizations of age appropriate rhythms, visuals for fast/slow, loud/soft, and classroom musical instruments

Links:

Presto versus Largo

<https://www.youtube.com/watch?v=iN5Jv9s-z80>

Piano versus Forte

<https://www.youtube.com/watch?v=IUYEvCly8Fo>

Arrange tones in the musical grid to compose a song

<https://musiclab.chromeexperiments.com/Song-Maker>

**Suggested formative and summative assessment devices** [rubrics, checklists, rating scales, etc.]

**Formative Assessment** - [Teacher Formative Assessment](#)

Using the [Teacher Formative Assessment](#), teacher can assess student's progress throughout the unit based on the activity planned to show and teach form within a lesson. Teacher would only use the criteria fitting each day's lesson from the Teacher Formative Assessment (i.e.: if using manipulatives that day only assess using criteria 3).

- Teacher chooses musical selections based on form that is being assessed
- With teacher guidance, students show Form with Singing
  - Melody - same versus different
  - Loud & Soft
- With teacher guidance, students show Form with Movement
  - fast & slow - beat
  - body percussion
- With teacher guidance, students show Form with Manipulatives
  - hands, paper, colors, shapes, instrument
- Student create their own form and explain their composition using A and B as identifiers

**Summative Assessment**

Teacher will pass out to each student several copies of 2 different music patterns (adaption- use a blank sheet of paper and glue answers to paper). Teacher will document answers on the [Teacher Summative Assessment](#).

Individually, students will create their own ABA form using the rhythms.

Teacher will document answers by either taking pictures of students work, (adaptation- student glue answers to blank paper)

Teacher will then say to create an AB form (repeat process)

Teacher will then say to create an AAB Form (repeat Process)

Teacher will then tell students to create their own form

Teacher will ask students to explain their form using A and B identifiers

[Teacher Summative Assessment](#)

**Unit-specific rubrics**

**Formative Rubric**

	<b>Unscorable (0)</b>	<b>Emerging (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Standards</b>
<b>Demonstrate understanding of form through singing</b>	Did not attempt	Student did not demonstrate understanding of form through	Student demonstrates some understanding of form through	Student demonstrates consistent understanding of	Student demonstrates complete understanding of form through	<b>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour)</b> I CAN move, sing, and play instruments to different songs.

		singing	singing	form through singing	singing	
<b>Demonstrate understanding of form through movement</b>	Did not attempt	Student did not demonstrate understanding of form through movement	Student demonstrates some understanding of form through movement	Student demonstrates consistent understanding of form through movement	Student demonstrates complete understanding of form through movement	<b>MU: Pr4.2.Ka With guidance, explore and demonstrate an awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.</b> I CAN explore and show how selected performance songs are different, with help.
<b>Demonstrate understanding of form through manipulatives</b>	Did not attempt	Student did not demonstrate understanding of form through manipulative	Student demonstrates some understanding of form through manipulatives	Student demonstrates consistent understanding of form through manipulatives	Student demonstrates complete understanding of form through manipulatives	<b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction)is used in music.</b> I CAN show how musical ideas are used in music.
<b>Demonstrate understanding of form through composition</b>	Did not attempt	Student did not demonstrate understanding of form through composition with explanation	Student demonstrates some understanding of form through composition with explanation	Student demonstrates consistent understanding of form through composition with explanation	Student demonstrates complete understanding of form through composition with explanation	<b>MU:Cr1.1.Kb With guidance, generate musical ideas(such as movements or motives)</b> I CAN create a musical idea—with help. <b>MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology</b> I CAN choose and show my favorite musical ideas, with help. <b>MU: Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo)that reflect creators'/performers' expressive and intent.</b> I CAN tell you, with help, how the composer/performer used musical ideas to share a thought or feeling.

**Summative Rubric**

	No Response(0)	Emerging(1)	Approaching(2)	Meets(3)	Exceeds (4)	Standards
<b>Create AB Form</b>	Student did not attempt to create AB Form	Student created/composed a Form in AB with multiple mistakes.	Student created/composed a Form in AB with 2 mistakes.	Student created/composed a Form in AB with 1 mistake.	Student created/composed a Form in AB with no mistakes	<b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b> I CAN show how musical ideas are used in music.
<b>Create ABA Form</b>	Student did not attempt to create ABA Form	Student created/composed a Form in ABA with 3 or more mistakes	Student created/composed a Form in ABA with 2 mistakes	Student created/composed a Form in ABA with 1 mistake	Student created/composed a Form in ABA with no mistakes	<b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b> I CAN show how musical ideas are used in music.
<b>Create AAB Form</b>	Student did not attempt to create AAB Form	Student created/composed a Form in AAB with 3 or more mistakes	Student created/composed a Form in AAB with 2 mistakes	Student created/composed a Form in AAB with 1 mistake	Student created/composed a Form in AAB with no mistakes	<b>MU: Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.</b> I CAN show how musical ideas are used in music.
<b>Student Created Form with explanation</b>	Student did not attempt to create his/her own form	Student created/composed his/her own form but cannot state the pattern	Student created/composed his/her own form and attempts to describe the pattern	Student created/composed his/her own form and describes the pattern close to accuracy	Student created/composed his/her own form and can accurately describes the pattern with synthesized ideas	<b>MU:Cr2.1.Ka With guidance, organize personal musical ideas using iconic notation and/or recording technology</b> I CAN choose and show my favorite musical ideas, with help. <b>MU: Cr3.2.KaWith guidance, demonstrate a final version of personal musical ideas to peers.</b>

						I CAN share my musical ideas with others, with help.
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## **5. Visual and Performing Arts :: Grade 2 Model Unit of Instruction**



**Delaware Standards for Visual & Performing Arts**

**MUSIC Model Unit of Instruction Grade 2 - Gateway Lab School**



**Discipline: Music**

**Artistic Processes: Create, Perform, Respond, Connect**

**Title: Rhythm Study, Grade 2**

**Description: Second grade students will use standard notation to create their own multiple measure rhythmic compositions. Students will also be using rhythm to create and perform a melodic composition within teacher given parameters. Students respond giving feedback to others on performance and creation.**

In this Model Unit of Instruction (MUI) you will find: (mark all that apply)

<input checked="" type="checkbox"/> Strategies for instruction	<input checked="" type="checkbox"/> Assessment procedures	<input checked="" type="checkbox"/> Knowledge, skills and vocabulary	<input checked="" type="checkbox"/> Differentiation strategies
<input checked="" type="checkbox"/> Standards for instruction			<input checked="" type="checkbox"/> Strategies for inclusion
<input checked="" type="checkbox"/> Suggested formative and summative assessment scoring devices	<input checked="" type="checkbox"/> Resources needed for unit implementation	<input type="checkbox"/> LFS strategies <input type="checkbox"/> UbD strategies	<input type="checkbox"/> Benchmarked student work (with parental permission to upload to DOE website)
<input checked="" type="checkbox"/> Unit specific rubrics			

**Estimate time for teaching and assessment:** (mark the appropriate box)

(Note: Time entered below is to assist teachers for planning purposes. Time estimates are to be used as a guideline.)

Approximately \_\_\_\_\_ hours       To be determined by the individual teacher

**Standards for embedding instruction**

**Creating**

**MU: Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).**

- I CAN create a rhythmic or melodic pattern within the given rules to match my thought or idea.

**MU: Cr2.1.2a Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.**

- I CAN show and tell about the musical choices I make.

**MU: Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.**

- I CAN notate or record my musical ideas.

**MU: Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers to or informal audience.**

- I CAN share the feelings of my music by presenting it to others

**Performing**

**MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation**

- I CAN analyze, read and perform rhythmic and melodic patterns using notation.

**MU: Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.**

- I CAN judge a performance using a rubric.

**MU:Pr6.1.2b Perform appropriately for the audience and purpose**

- I CAN perform for an audience.

**Responding**

**MU: Re7.1.2a Explain and demonstrate how personal interests and experiences influence musical selection for specific purposes.**

- I CAN show and explain why I chose a piece of music for a certain purpose.

**Connecting**

**MU: Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.**

- I CAN show an understanding of the Arts when I perform, create and respond.

**Strategies for embedding instruction** *[possible sequence & strategies to align instruction and assessment to the Standards for Visual & Performing Arts within a classroom unit]*

**Creating**

Students will create their own 2 measure rhythm composition in standard notation both in 3 beat grouping and 4 beat groupings.

Students will create their own 2 measure melodic composition using two specified pitches.

**Performing**

Students will perform their rhythmic composition to an audience.

Students will perform their melodic composition to an audience.

**Responding** - Students will give feedback to peer performances.

**Connecting** - While creating and performing, students will demonstrate how their personal choices related to their knowledge and skills.

**Assessment procedures** *[outline of procedures necessary to obtain comparable work from multiple teachers]*

**Knowledge, skills and vocabulary** *[focusing on concepts required to successfully complete the task]*

**Key vocabulary**

meter, rhythm, measure, bar line, lines/spaces, beats, notation, composition, double bar line, repeat, staff

**Knowledge and skills** *[other than Key Vocabulary]*

*Students will:*

- compose in multiple meters
- identify elements of standard notation
- analyze and critique work
- compose a melody with multiple notes on a melodic instrument
- perform assigned rhythms correctly and with appropriate performance techniques

**Strategies for inclusion** *(Specially designed instruction and support for students with disabilities to provide equitable learning opportunities.)*

**Differentiation strategies** *(Instructional approaches that respond to individual student needs and strengths to maximize student learning and success.)*

## Resources [for unit implementation]

Varied melodic instruments, varied rhythmic instruments, standard notation visuals, writing implements and appropriate corresponding materials

- [Rhythm Practice](#)
- For rhythm and melodic practice (with teacher assistance)
- [Rhythm Sound Match Review](#)
- [Lines and Spaces PowerPoint](#)

## Suggested formative and summative assessment devices [rubrics, checklists, rating scales, etc.]

### Formative

#### Directions for formative assessment:

**This self-assessment tool is to be used throughout the unit for any lesson or activity a teacher plans.**

- During activities throughout unit use the student self-assessment/teacher assessment tool. Student self-assessment should be in a page protector/white board for the students to use over multiple lessons. Students will need to receive this as well as markers and erasers as part of their materials for that day's lesson.
- Students will self-assess their musical work during lessons by evaluating their writing/reading/performing of musical patterns and ideas as well as assessing their peers.
- Teacher will use the teacher assessment tool to assess students on the same questions and then compare student self-assessment of understanding to teacher assessment.
- Teacher will need to walk around the room to check student work on white boards for student self-assessment answers and copy using the numeric system onto teacher assessment.
- Use questions 1-5 as needed and as appropriate to that day's lesson. (i.e.: if only reading/performing/peer assessing musical ideas skip questions 2 and 3 on that day.)

### [Student self-assessment and teacher assessment tool](#)

### Summative

#### Directions for Assessment:

- Students receive [Summative assessment](#)
  - § Student will compose 2 rhythmic patterns, 2 measures each, one in  $\frac{3}{4}$  one in  $\frac{4}{4}$
  - § Students will compose a melody 2 measures in  $\frac{4}{4}$ , using a high and low sound
  - § Student will describe one musical choice they made in their compositions
- Students will form groups of no more than 4 students.
  - § Student will choose an instrument to perform
    - If student wishes to perform one of their rhythmic patterns, student will choose an unpitched instrument (Drum, clapping, patting etc.)
    - If student wishes to perform their melodic composition, student will choose a pitched instrument (Xylophone, boom whackers, singing etc.).
  - § Students will perform one of their 3 compositions for this small group.
  - § Students in group will receive [peer feedback forms](#) to fill out for each performance.
  - § (Adaptation) may play compositions with 1 friend
  - § (Adaptation) may play the composition for the teacher.
  - § Students fill out [feedback sheet](#) on each student's performance

### Unit-specific rubrics

### Formative Rubric

	<b>Unscorable (0)</b>	<b>Emerging (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Standards</b>
Students show understanding of standard notation (quarter note, eighth note pair, half note, whole note, quarter rest, half rest, whole rest)	Did not attempt	Student did not use standard notation	Student demonstrates some understanding of standard notation	Student demonstrates consistent understanding of standard notation	Student demonstrates complete understanding of standard notation	<b>MU: Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</b>  I CAN notate or record my musical ideas.
Students show understanding of standard notation structure (measures, bar lines, double bar, repeat, staff lines and spaces)	Did not attempt	Student did not use standard notation structure	Student demonstrates some understanding of standard notation structure	Student demonstrates consistent understanding of standard notation structure	Student demonstrates complete understanding of standard notation structure	<b>MU: Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).</b>  I CAN create a rhythmic or melodic pattern within the given rules to match my thought or idea.
Students use standard notation to write music	Did not attempt	Student did not use standard notation to write music	Student demonstrates some understanding of standard notation in writing music	Student demonstrates consistent understanding of standard notation in writing music	Student shows complete understanding of standard notation in music writing	<b>MU: Cr2.1.2b Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.</b>  I CAN notate or record my musical ideas.
Students read and perform using standard notation	Did not attempt	Student did not perform written music accurately	Student performs written music with few mistakes	Student performs written music proficiently with 1 or no mistakes	Student performs written music proficiently with no mistakes	<b>MU:Pr6.1.2b Perform appropriately for the audience and purpose</b>  I CAN perform for an audience.
Student gives appropriate peer feedback	Did not attempt	Student attempts feedback but	Student gives mostly appropriate feedback	Student give appropriate feedback	Student gives appropriate feedback using synthesized	<b>MU: Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and</b>

		does not give appropriate responses			knowledge and relates to prior knowledge	<b>effectiveness of performances.</b> I CAN judge a performance using a rubric.
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**Summative Rubric**

	<b>Unscorable (0)</b>	<b>Emerging (1)</b>	<b>Approaching (2)</b>	<b>Meets (3)</b>	<b>Exceeds (4)</b>	<b>Standards</b>
Created Rhythmic composition	Did not attempt	Student attempts writing composition but lacks in structure and/or appropriate notation	Student writes composition with few mistakes in structure and/or notation	Student writes composition with appropriate structure and/or notation with 1 mistake	Student writes composition with appropriate structure and/or notation with no mistakes	<b>MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation</b>  I CAN analyze, read and perform rhythmic and melodic patterns using notation.
Created melodic composition	Did not attempt	Student attempts writing composition but lacks in structure and/or appropriate notation	Student writes composition with few mistakes in structure and/or notation	Student writes composition with appropriate structure and/or notation with 1 mistake	Student writes composition with appropriate structure and/or notation with no mistakes	<b>MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation</b>  I CAN analyze, read and perform rhythmic and melodic patterns using notation.
Performance of composition	Did not attempt	Student did not perform written music accurately	Student performs written music with few mistakes	Student performs written music proficiently with 1 mistake	Student performs written music proficiently with no mistakes	<b>MU:Pr6.1.2b Perform appropriately for the audience and purpose</b>  I CAN perform for an audience.  <b>MU: Cr3.2.2a Convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers to or informal audience.</b>  I CAN share the feelings of my music by presenting it to others
Explanation of choosing	Did not attempt	Student attempts	Student gives mostly appropriate	Student gives appropriate	Student gives appropriate	<b>MU: Re7.1.2a Explain and demonstrate how personal</b>

musical ideas		feedback but does not give appropriate responses	feedback	feedback	feedback with synthesized ideas relating to prior knowledge and personal preference.	<b>interests and experiences influence musical selection for specific purposes.</b> I CAN show and explain why I chose a piece of music for a certain purpose.
Peer feedback	Did not attempt	Student attempts feedback but does not give appropriate responses	Student gives mostly appropriate feedback	Student gives appropriate feedback	Student gives appropriate feedback using synthesized knowledge and relates to prior knowledge	<b>MU: Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.</b> I CAN judge a performance using a rubric.