

**Reading Wonders 3-6**

Instructional Materials Evaluation Tool for CCSS Alignment in ELA Grades 3 -12 (IMET) – Student Achievement Partners			
<p>To evaluate each grade’s or course’s materials for alignment with the Common Core State Standards (CCSS), analyze the materials against the non-negotiable criteria in the table below. Instructional materials must meet all of the relevant non-negotiable criteria and metrics to align with the CCSS. Criteria labeled as indicators of superior quality at the end of the tool (section II) are different from the non-negotiable criteria. Although instructional materials may be aligned without meeting these indicators of superior quality, materials that do reflect these indicators are better aligned.</p>			
<p><b>BEFORE YOU BEGIN</b></p> <p>Evaluators should be aware that at the heart of the Common Core State Standards there are substantial shifts in ELA/Literacy that require the following:</p> <ol style="list-style-type: none"> <li>1. Regular practice with complex text and its academic language</li> <li>2. Reading, writing and speaking grounded in evidence from text, both literary and informational</li> <li>3. Building knowledge through content-rich non-fiction</li> </ol> <p>Evaluators of materials must be well versed in the standards for the grade level of the materials in question. It is also recommended that evaluators refer to the <a href="#">Publishers’ Criteria for the Common Core State Standards in ELA/literacy grades 3-12</a> and the <a href="#">Support to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity</a>.</p>			
Section I: Non-Negotiable Criteria			
NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO CCSS	METRICS	MEETS METRICS (Y/N)	JUSTIFICATION/ COMMENTS
<b>I. Text Selection</b>			
<p><b>Non-Negotiable 1. COMPLEXITY OF TEXTS:</b></p> <p>The submission exhibits concrete evidence that research-based quantitative measures as well as qualitative analysis have been used in selection of complex texts that align to the standards. Further, submissions include a demonstrable staircase of text complexity as materials progress across grade bands.</p>	<p><b>1a)</b> 100% of texts must be accompanied by specific evidence that they have been analyzed with at least one research-based quantitative measure for <u>grade-band</u> placement.</p> <p><b>1b)</b> 100% of texts must be accompanied by specific evidence that they have been analyzed for their qualitative features Indicating a specific <u>grade-level</u> placement.</p> <p><b>1c)</b> Texts for each <u>grade band</u> align with the complexity requirements outlined in the standards. Rare exceptions (in which the qualitative measure has trumped the quantitative measure and placed the text outside the grade band) are usually reserved for literary texts in the upper grades, with clear explanation offered.</p> <p><b>1d)</b> Shorter, challenging texts that elicit close reading and multiple readings for varied purposes are provided regularly at each grade.</p> <p><b>1e)</b> All students have extensive opportunity to encounter and</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Texts were selected using the qualitative measures listed in Appendix A, p. 6. Of the Common Core State Standards ELA document</p> <p>The Lexile bands served as the principal measure, and multiple readability scales and teacher input were used to verify grade-level appropriateness moving through the year from simple to complex to independent reading. Another measure referenced throughout Wonders is TextEvaluator, formerly known as SourceRater. The Differentiate to Accelerate Page found every week in the Teacher Edition clearly shows the Quantitative Measures for each of the Reading Opportunities used throughout the week.</p> <p>Offering extensive opportunities for ALL students to encounter text of appropriate complexity throughout the year was a critical goal for Reading Wonders. The Reading/Writing Workshop for each grade provides short, grade-level texts designed for closed reading.</p>

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	comprehend grade-level text.		<p>As noted, the weekly short Shared Read selections in the Reading/Writing Workshop were created to elicit close reading and re-reading. With these short reads students are taught close reading by going back and rereading specific parts of the passage to gain deeper meaning from the selection. In addition, each longer Literature Anthology selection is followed by a short, challenging paired read on a related topic. Similarly, each leveled reader contains both a longer main selection and a short, related, challenging paired read.</p> <p>The 3-part model for measuring text complexity—found in Appendix A of the CCSS, pages 4-9—was used in selecting and placing all texts in the program: Quantitative Measures, Qualitative Measures, and Reader and Task Considerations. Each week in the Differentiate to Accelerate pages in the Teacher’s Edition, all three measures of text are identified for the reads of the week. A balance of fiction and nonfiction was taken into consideration as well as texts where children could practice and apply building oral vocabulary, foundational skills, vocabulary, comprehension skills and strategies, and accessing complex text strategies. Reading Wonders Identifies Qualitative Features that Make Text Complex through a feature called ACT. ACT instruction is provided throughout the Teacher Edition. The Differentiate to Accelerate Page found every week in the Teacher Edition clearly shows the Qualitative Features that contribute to Text Complexity for that Grade.</p>

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<p><b>Non-Negotiable 2. RANGE OF TEXTS:</b> Materials must reflect the distribution of text types and genres required by the standards.</p>	<p><b>2a)</b> In grades 3-5, literacy programs shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6-12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction.</p> <p><b>2b)</b> A large majority of texts included in instructional materials reflect the genres and text characteristics that are specifically required by the standards at each grade level.</p> <p><b>2c)</b> Materials pay careful attention to providing a sequence or collection of texts that build knowledge systematically through reading, writing, listening and speaking about topics under study.</p> <p><b>2d)</b> Within a sequence or collection of texts, specific anchor texts of grade-level complexity (keystone texts) are selected for especially careful reading.</p> <p><b>2e)</b> Additional materials markedly increase the opportunity for regular independent reading of texts that appeal to students' interests to develop both knowledge and love of reading.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>In Reading Wonders, Grades 3-5, 50% of the reading selections are literature and 50% are informational text. Across grades, the program literature ensures extensive coverage of grade-level appropriate Science and Social Studies topics, including key text features associated with reading in that curriculum.</p> <p>The developers of Reading Wonders were committed to the coequality of complex literary and informational text. All levels include a balance of informational and literary texts that encompass a wide variety of text types and lengths, designed to encourage close reading and synthesis. 50% of all texts are classified as literature, which includes adventure stories, nursery rhymes, poetry, plays, realistic fiction, myths, fantasy, etc. 50% are classified as informational texts, which includes autobiography, biography, science and social studies articles in print and on line which include: charts, diagrams, graphs, headings and subheadings, illustrations and photographs with captions, maps, sidebars, tables, and timelines. Equal instructional time is given to both informational and literary texts across the curricular year.</p> <p>The selections in each week (Reading/Writing Workshop, Literature Anthology, Leveled Readers, Your Turn leveled practice book passages, Time for Kids, articles and independent reading) focus on a particular topic/essential question.</p> <p>The main selection in the Literature Anthology is the anchor text every week, and detailed prompts and other features are provided to facilitate especially close reading. Besides the main selection, each week contains 3 short reads and a read aloud, all linked to a key topic from this cornerstone text.</p>
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<p><b>Non-Negotiable 3. QUALITY OF TEXTS:</b> The quality of texts is high—they are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.</p>	<p><b>3a)</b> 100% of texts must be worth reading; they must be content rich and well crafted, representing the best available writing in their genre and subject matter.</p> <p><b>3b)</b> 100% of history/social studies and science/technical selections, specifically, must enable students to develop rich content knowledge and reflect the quality of writing that is produced by authorities in the discipline, appropriately calibrated for students in that band level.</p> <p><b>3c)</b> 50% or more of informational texts must use informational text structures rather than narrative structures, while still following the distribution of subject matter in non-negotiable 2.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>All of the literature in Reading Wonders meets the standards of quality and complexity outlined in the Common Core documents. Many of the Literature Anthology main selections are award-winning works or written by award-winning authors and illustrators. Award winners are noted in the Table of Contents of each Literature Anthology book.</p> <p>100% of history/social studies/technical selections for informational text enable students to develop rich content knowledge. Extensive coverage of grade-level appropriate Science, Social Studies topics are covered including key text features associated with reading in that curriculum.</p> <p>While the informational texts for each grade include some biographies and/or other examples of narrative nonfiction, the majority is expository and use common informational text structures such as cause and effect, problem and solution, comparison, and chronology.</p> <p>The informational texts offer extensive coverage of grade-level appropriate Science, Social Studies topics including key text features associated with reading in that curriculum.</p>

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<b>II. Questions and Tasks</b>			
<p><b>Non-Negotiable 4. TEXT-DEPENDENT AND TEXT-SPECIFIC QUESTIONS:</b></p> <p>At least 80% of all questions in the submission are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions is text specific and draws student attention to the particulars in the text.</p>	<p><b>4a)</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by requiring use of textual evidence, including supporting valid inferences from the text.</p> <p><b>4b)</b> High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.</p> <p><b>4c)</b> Questions and tasks assess the depth and complexity of the analytical thinking required by the standards at each grade-level (Note: not every standard must be assessed with every text.)</p> <p><b>4d)</b> Questions and tasks support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>In Grades 3-6 84% of prompts are text related and aim to help students pay close attention to specific details and comprehend the most important ideas and information in a selection. Scaffolded instruction demonstrates how to draw valid inferences based on textual evidence rather than on students' prior knowledge or guesswork.</p> <p>Because Reading Wonders was built from the ground up to address the Common Core State Standards, ensuring that a significant majority of the tasks and questions are text-dependent was a key priority for all of the authors and editors who worked on the program. Program author Margaret Kilgo, a member of the CCSS Anchor Standards Committee for Reading and Writing, reviewed questions in both student and teacher materials of <i>Reading Wonders</i> for each grade to ensure that the criteria was met for text dependent questions. In <i>Reading Wonders</i>, at Grades 3 through 5, 84% of the questions are text-dependent (as required by CCSS), 12% are text-specific, and only 4% are decontextualized.</p> <p>The Teacher's Edition includes suggested prompts for reading and rereading (close reading) of the selections, note taking, accessing complex text, and ELL support. Over 80% of prompts are text related and serve to help students comprehend the selection (Access Complex Text Instructional prompts and tasks). All prompts are scaffolded instruction for the text features that may make the text complex for students, with the goal of having all students access and comprehend complex text. All tasks are presented so that students need to reread and cite text evidence in their response.</p>

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<p><b>Non-Negotiable 5. SCAFFOLDING AND SUPPORTS:</b>          The submission provides all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text as required by the standards. Materials direct teachers to return to focused parts of the text to guide students through rereading, discussion and writing about the ideas, events, and information found there. This opportunity is offered regularly and</p>	<p><b>5a)</b> Significant pre-reading activities and suggested approaches to teacher scaffolding are highly focused and begin with the text itself. Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p> <p><b>5b)</b> Materials cannot confuse or substitute mastery of strategies for full comprehension of complex text. Reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve as platforms to practice discrete strategies.</p> <p><b>5c)</b> Questions and tasks require careful comprehension of the text as a precursor for asking students for evaluation or interpretation.</p> <p><b>5d)</b> Questions and tasks that address academic language (vocabulary and syntax) support students in unpacking the</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Pre-reading activities in Reading Wonders are directly connected to reading selections of the week. Pre-reading begins with a discussion of the Essential Question about the Weekly Concept. Students engage in Collaborative Conversations about the Weekly Concept, which connects directly to the reading selections of the week. Teachers use a Graphic Organizer (available in the online Launch Presentation in the teacher dashboard) to scaffold instruction, to support comprehension and vocabulary development. Key vocabulary found in the weekly reading selections is introduced as a pre-reading activity. The Define-Example-Ask routine and the Visuals Vocabulary Cards provide for focused, targeted instruction and scaffolds. A weekly interactive read aloud introduces students to the comprehension strategy of the week, via speaking and listening skills.</p> <p>In Reading Wonders, all students read complex text and have scaffolded instruction that enables them to access, rather than avoid the complexities of text.</p> <p>The majority of questions presented in Reading Wonders are text dependent; the main focus of Wonders is to pointedly address the CCSS and to help students access complex text through close reading.</p>
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<p>systematically.</p>	<p>meaning of complex texts. <b>5e)</b> Materials offer assessment opportunities that genuinely measure progress. Progress must include gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>Y</p>	<p>Reading Wonders includes both direct and indirect strategies to build vocabulary. Students build vocabulary indirectly by listening to, reading, and discussing fiction and nonfiction texts.</p> <p>Each week includes reading selections in the Reading/Writing Workshop, the Literature Anthology, an Interactive Read-Aloud, Leveled Readers, and the Classroom Library.</p> <p>In <b>Weekly and Unit Assessments</b>, students answer constructed response items that provide the opportunity to demonstrate comprehension using text evidence.</p> <p><b>Unit and Benchmark Assessments</b> also assess students' ability to write in response to a prompt. These prompts require students to demonstrate skills such as organizing, analyzing and revision.</p>
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<b>III. Foundational Skills (grades 3-5 only)</b>			
<p><b>Non-Negotiable 6. FOUNDATIONAL SKILLS (grades 3-5 only):</b></p> <p>Materials provide explicit and systematic instruction and diagnostic support in concepts of print, phonics, vocabulary, development, syntax, and fluency. These foundational skills are necessary and central components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.</p>	<p><b>6a)</b> Materials demand knowledge of grade-level phonic patterns and word analysis skills.</p>	Y	<p>Wonders provides a variety of materials that require students to use their knowledge of grade-level phonics patterns and word analysis skills in weekly Spelling, Writing, Reading/Writing Workshop text, Literature Anthology, Leveled Readers and Decodable Passages found in the Teacher Resources Book.</p> <p>In Reading Wonders, teachers model and students practice using context to confirm or self-correct word recognition and understanding using the Reading/Writing Workshop text, Leveled Readers, Decodable Passages and Fluency passages, directing students to reread purposefully to acquire accurate meaning.</p> <p>Phonics and Structural Analysis lessons provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular patterns.</p> <p>Wonders provides a variety of opportunities and materials weekly that allow students to practice and build reading fluency in oral and silent reading of on-level text with accuracy, rate appropriate to the text, and expression.</p>
	<p><b>6b)</b> Materials encourage students to use context to confirm or self-correct word recognition and understanding, directing students to reread purposefully to acquire accurate meaning.</p>	Y	
	<p><b>6c)</b> Materials provide instruction and practice in word study, including systematic examination of grade-level morphology, decoding of multisyllabic words by using syllabication, and automaticity with grade-level regular and irregular spelling patterns.</p>	Y	
	<p><b>6d)</b> Opportunities are frequently built into the materials that allow for students to achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.</p>	Y	
	<p><b>6e)</b> Materials guide students to read grade-level text with purpose and understanding.</p>	Y	



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<b>IV. Writing to Sources and Research</b>			
<p><b>Non-Negotiable 7. WRITING TO SOURCES:</b></p> <p>Written and oral tasks at all grade levels require students to confront the text directly, to draw on textual evidence, and to support valid inferences from the text.</p>	<p><b>7a)</b> Writing to sources is a key task. Students are asked in their writing to analyze and synthesize sources, as well as to present careful analysis, well-defended claims and clear information.</p> <p><b>7b)</b> Materials place an increased focus on argument and informative writing in the following proportions. Alternately, they may reflect blended forms in similar proportions (e.g. exposition and persuasion).</p> <p><b>7c)</b> Writing opportunities for students are prominent and varied.</p> <p><b>7d)</b> Extensive practice with short, focused research projects is provided. Materials require students to engage in many short research projects annually to enable students to develop the expertise needed to conduct research independently.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p>Students are taught how to use text evidence to take notes. See Minilessons with graphic organizers.</p> <p><b>Reading Wonders</b> provides in depth instruction, practice and application opportunities to compose a variety of text including narratives--real and imagined, opinion writing, and informative/explanatory writing. The various Write About Reading activities within each week ask students to write opinion, informative or explanatory writing. Each week, the writing trait and skill is taught and practiced in the context of one of these genres of writing, providing students the opportunity to write frequently within the week focused on a particular type of text. Additionally, the writing process genre lessons in each unit ask students to write longer pieces of writing in all the genres.</p> <p><b>Analytical Writing:</b> As students read and reread for close reading of text, students will take notes, cite evidence to support their ideas and opinions, write summaries of text, or develop character sketches.</p> <p><b>Writing Every Day/Focus on Writing Traits:</b> Each week, students will focus on a writing trait. After analyzing an expert and a student model, students will draft and revise shorter writing entries in their Writer’s Notebook, applying the trait into their writing.</p>

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<b>V. Speaking and Listening</b>			
<p><b>Non-Negotiable 8: SPEAKING AND LISTENING:</b> To be CCSS-aligned, items assessing speaking and listening must reflect true communication skills required for college and career readiness.</p>	<p><b>8a)</b> Texts used in speaking and listening questions and tasks must meet the criteria for complexity, range, and quality of texts (non-negotiables 1, 2, and 3).</p> <p><b>8b)</b> Materials demand that students engage effectively in a range of conversations and collaborations by expressing well-supported ideas clearly and probing ideas under discussion by building on others’ ideas.</p> <p><b>8c)</b> Materials develop active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others.</p> <p><b>8d)</b> Materials require students to marshal evidence to orally present findings from research.</p> <p><b>8e)</b> Materials build in frequent opportunities for discussion and, through directions and modeling, encourage students to use academic language.</p>	<p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p>	<p><b>Reading Wonders</b> uses texts that meet the criteria for complexity, range and quality of texts. There are speaking and listening tasks that interact with these texts. Your Turn activities support students, working in pairs, to engage in additional close reading and discussion of the text. Within the <b>Literature Anthology</b>, the Make Connections questions that appear at the end of each selection provide opportunities for students to discuss the text with partners, using text evidence to support their answers.</p> <p>The <b>Leveled Readers</b> have embedded Thinkmark questions to support students in collaborative discussions centered on their weekly Leveled Reader.</p> <p><b>Reading Wonders</b> provides ample opportunities for students in all grades to engage in partner, small group, and whole class discussions. It is embedded within instruction and instructional routines used within the program.</p> <p><b>Reading Wonders</b> provides ample ways to develop active listening skills. The Small Group Differentiated Instruction in the Teacher’s Edition includes Literature Circles; activities for students at all reading levels—Approaching, On-level, Beyond, and English Language Learners—to engage in collaborative conversations, sharing and exchanging ideas. Students have the opportunity to guide the discussions, using the Thinkmark questions in the <b>Leveled Reader</b> appropriate to their group.</p>

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<b>VI. Language</b>			
<p><b>Non-Negotiable 9: LANGUAGE:</b> Materials must adequately address the Language standards for the grade.</p>	<p><b>9a)</b> Materials address the grammar and language conventions specified by the Language standards at each grade level.</p> <p><b>9b)</b> Materials provide a mirror of real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p> <p><b>9c)</b> Materials expect students to confront their own error patterns in usage and conventions and correct them in a grade-by-grade pathway that results in college and career readiness by 12th grade.</p>	<p>Y</p> <p>Y</p> <p>Y</p>	<p>Explicit grammar instruction and practice for grade level Language standards is provided in <b>Reading Wonders</b>. Through daily lessons and activities, students develop understanding of the conventions of Standard English grammar, usage, and mechanics. This knowledge of language allows students to effectively communicate their ideas, knowledge, and opinions in writing and in speaking. Daily direct and explicit instruction in standard English grammar, mechanics and usage is provided. Grammar is taught in the context of writing. After instruction and guided practice of a particular skill, students apply that skill in speaking activities as well as in their writing.</p> <p>The Grammar handbook in the Reading Writing Workshop is a valuable resource for students to address their own error patterns when they write. <b>Reading Wonders</b> also includes speaking activities so that students can pay particular attention to how the use Standard conventions of English in their speaking. See the Talk About It Activities in the Grammar lessons.</p>

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Section II: Indicators of Superior Quality		
Indicator of Superior Quality	MEETS METRICS (Y/N)	JUSTIFICATION/COMMENTS
<b>VIII. Usefulness, Design, and Focus</b>		
<p>Do the student resources include ample review and practice resources, clear directions and explanations, and correct labeling of reference aids (e.g., visuals, maps, etc.)?</p>	Y	<p>Students have access to a variety of practice and review resources. The Your Turn Practice Book in print and online provides students with practice pages connected to the weekly skills and concepts: Vocabulary, Comprehension Skills, Literary Elements, Fluency Passages, Phonics, Writing and more. Practice pages are clearly labeled with specific instructions and reference aids. There are corresponding approaching, beyond and ELL versions of each page of the Your Turn Practice book, available online in the teacher dashboard.</p> <p>The Spelling/Phonics Reproducibles online provide spelling and phonics practice pages for each week of instruction.</p> <p>The Grammar Reproducibles online provide additional grammar practice each week.</p> <p>The Handwriting Book online provides handwriting practice pages.</p>
<p>Are the material easy to use, are they cleanly laid out for students and teachers? Does every page of the submission add to student learning rather than distract from it? Are reading selections centrally located within the materials and obviously the center of focus?</p>	Y	<p>Reading Wonders is a new program with tools for today's CCSS challenges. The reading selections are at the center of the program, with opportunities to have collaborative conversations, build vocabulary, and write about the weekly reading selections. The reading selections are the focal point of Reading Wonders. The instruction is very purposeful and continually directs the students back to the text by closing reading, engaging in collaborative conversations, and writing.</p> <p>The Reading/Writing Workshop is a new component that answers every teacher's question when they get a new program: "What do I have to teach?" and it is organized around short, complex reads. On Days 1 and 2 of every week, reading instruction begins with this instructional tool providing short reads to model using text evidence as close reading is taught every step of the way.</p>

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<p>Are there suggestions and materials for adapting instruction for varying student needs? (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies)</p>	<p>Y</p>	<p><i>Reading Wonders</i> seamlessly integrates support in all CCSS ELA strands for varying student needs. At the start of the year there are opportunities to administer Placement and Diagnostic Assessments which provide guidelines for student placement and scaffolding. Formal progress monitoring includes Weekly and Unit Assessments with evaluation charts for remediation and grouping suggestions. Support for students with disabilities and those who are reading well below the grade level band are also provided throughout <i>Reading Wonders</i> as a part of the proven tiered approach to instruction. Tier 1 supports include whole class instruction. During the Whole Group instruction, as an instructional delivery option, teachers can refer to the ACT (Access Complex Text) and ELL instructional prompts to further scaffold instruction for learners.</p> <p>Teachers may use the “Monitor and Differentiate” Quick Check boxes to guide them to the appropriate Small Group resources for remediation, reinforcement or extension.</p> <p>Small group instruction is provided for four groups: Approaching (Orange); On (Blue); Beyond (Green) and ELL (Purple). Tier 2 support is found in the Approaching Level Small Group plans for phonemic awareness, phonics, vocabulary, comprehension and fluency. Approaching Leveled Readers can be used to teach, model and apply the core skills of the week to a more accessible text. Decodable passages (Grs. 3 – 6) provide text needed to practice the application of foundational skills. Approaching Level Online Reproducibles that mirror the on level Your Turn Practice Book are also available. Additional strategic intervention lessons are available online and provide Tier 2 support in the five key areas of reading instruction, as well as writing/grammar. <b>Wonders</b> also includes leveled practice, leveled online activities, <b>Leveled Workstation Activity Cards</b>, and point of use ELL instruction.</p> <p>For students up to two years below grade level, parallel Tier 3 instruction can be provided through the <i>WonderWorks</i> Intervention program.</p>
<p>Can the teacher and student reasonably complete the content presented within a regular school year and does the pacing of content allow for maximum student understanding? Do the materials provide clear guidance to teachers about the amount of time the lesson might reasonably take?</p>	<p>Y</p>	<p>The instruction can be customized to meet the instructional timeframe. Suggested Pacing guide for 90 and 120 minutes lessons are available. There are suggested clocks on the lessons themselves, and also indicate approximate times for each lesson in the suggested pacing guides. These times will vary based on student’s backgrounds and needs.</p> <p>The Weekly lesson planner provides a suggested lesson planner for a day by day, 5 day plan. During Professional Development Sessions, Reading Wonders consultants will work with administrators and/or teacher leaders to work on pacing that aligns with district initiatives and time allotments per grade level. With the <b>Wonders Technology</b> a master calendar can be created by grade level and distributed to all teachers throughout the district.</p>

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<p>Do instructions allow for careful reading and rereading of content?</p>	<p>Y</p>	<p>The Reading Wonders Teacher Editions include explicit instruction of close reading. Reading Wonders author, Dr. Doug Fisher defined and shaped the protocol for close reading throughout the program. Reading and rereading with specific purpose, the close reading protocol includes note taking, accessing complex text, and added tools for ELL support. The instructional prompts which guide close reading are text-related and serve to help the students gain information and understandings from the selection. These prompts provide scaffolded instruction for text features that relate to text complexity with the goal of having all students read closely while accessing and comprehending complex texts. All close reading tasks are presented so that students need to reread and cite text evidence in their responses. Synthesis of texts is accomplished with oral discussion (Respond to Reading – Summarize) and written response (Write About Reading). These questions are directly related to the text at hand and require students to support responses with text evidence. Students integrate ideas at the end of each week with Text Connection presentations, and research and inquiry projects. Students also write an analysis of weekly reading requiring them to draw on specific examples from the text.</p> <p>Each week students encounter a short, complex, shared read in their Reading/Writing Workshop. This complex selection is read and re-read with purpose to introduce targeted strategies, skills, vocabulary, and aspects of complex text through close reading as a vehicle for finding and utilizing text evidence. The Literature Anthology is then used for students to practice and apply close reading to an anchor text.</p> <p>The Leveled Readers are used to work on the same weekly skills and do close reading in a small group setting at four different levels; Approaching, On, Beyond and ELL levels.</p>
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<p>Do the materials contain clear statements and explanation of purpose, goals, and expected outcomes?</p>	<p>Y</p>	<p>Common Core State Standards for English/Language Arts and instructional objectives are referenced throughout the Teacher Edition at point of use. They are also referenced at point of use in the digital teacher planning workspace. In addition, teachers can click to see all the standards for the week, for each whole group and small group lesson and for each digital resource at various points of use access.</p>
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