

**Reading Wonders K-2**

| Instructional Materials Evaluation Tool for CCSS Alignment in ELA/Literacy Grades K -2 (IMET) – Student Achievement Partners  |   |  |  |
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| To evaluate ELA course submissions for any grade from K-2 for alignment with the Common Core State Standards (CCSS), analyze the materials against the non-negotiable criteria in the table below. Instructional submissions 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, submissions that do reflect these indicators are likely higher quality. |   |  |  |
| BEFORE YOU BEGIN  |   |  |  |
| 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:  |   |  |  |
| <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>   |   |  |  |
| Evaluators of submissions 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 K-2</a> and the <a href="#">Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity</a> .  |   |  |  |
| Section I: Non-Negotiable Criteria  |   |  |  |
| NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO CCSS   | METRICS   | MEETS METRICS (Y/N)                          | JUSTIFICATION/ COMMENTS  |
| I. Foundational Skills (including criteria specific to student reading materials in grades K and 1)   |   |  |  |
| <p><b>Non-Negotiable 1. FOUNDATIONAL SKILLS ARE SYSTEMATICALLY TAUGHT, ASSESSED AND REINFORCED:</b></p> <p>Submissions provide explicit and systematic instruction in concepts of print, phonological awareness, phonics, word study, and reading fluency.</p> <p>Submissions provide diagnostic materials at regular instructional points in order to assess student progress in concepts of print, phonological awareness, phonics, word awareness and reading fluency.</p> <p>Submissions include student reading material that allows for systematic, regular and frequent practice of</p>  | <p><b>1a)</b> Submissions address grade-level foundational skills by providing instruction in concepts of print, phonological awareness, letter recognition, phonics, word awareness and reading fluency in a logical and transparent progression.</p> <p><b>1b)</b> Student reading materials faithfully follow the sequence of foundational skills instruction while providing abundant opportunities for every student to become proficient in each of the foundational skills.</p> <p><b>1c)</b> Materials are designed so there are regular opportunities for students to practice reading fluency both orally and silently with appropriate texts of a wide variety of types.</p> <p><b>1d)</b> Materials provide regular practice in encoding (spelling) the sound symbol relationships of English.</p> <p><b>1e)</b> Materials provide instruction and practice in word study including pronunciation, roots, prefixes, suffixes and spelling/sound patterns, as well as decoding of grade-level words by using sound-symbol knowledge and knowledge of</p> | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <p>The focus in the primary grades of <i>Reading Wonders</i> is building strong reading foundational skills. Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary so that students can achieve competence in reading comprehension. The focus is on developing a strong reading foundation; however, students are provided with consistent opportunities to access rich, complex text through literary and informational big books and teacher read-alouds. Such listening opportunities provide strong oral vocabulary and language development, preparing students for increased comprehension in the upper grades. Students are also provided with consistent opportunities to access complex text, the grades that follow focus on students gaining meaning from complex text. Explicit instruction on text evidence leading to close reading is provided for all students using text that increases in complexity as required by the CCSS.</p> |

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| <p>foundational skills as they are introduced.</p> | <p>syllabication.</p> <p><b>1f)</b> Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundation skills and making meaning from reading.</p> <p><b>1g)</b> Materials provide opportunities for educators to monitor student progress on every aspect of the foundational skills through diagnostic assessments offered at regular intervals. Monitoring must also allow for students to receive regular feedback on their oral reading fluency in the specific areas of appropriate rate, expressiveness and accuracy.</p> <p><b>1h)</b> Submissions provide abundant and easily implemented materials so teachers can readily provide more time, attention and practice for those students who need it.</p> | <p></p>             | <p>Spelling is integrated in reading and writing. In primary grades, the phonics focus skill of the week is featured in blending and word building routines as well as decodable text. The same phonics focus skill is featured in the spelling list, as students learn to encode many of the same words they decode. These include a daily mini-lesson and collaborative activity, practice skill workbook, lesson activity cards, and electronic activities. Activities may be assigned digitally.</p> <p>Reading Wonders seamlessly integrates supports in all CCSS ELA strands for students who are ELL, have disabilities, or who read well below the grade level text band. 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.</p> <p>The questions and tasks in Reading Wonders require careful comprehension of the text. Evaluative and interpretive questions appear in the “Make Connections” boxes, only after a close reading of the text has been completed and text-dependent questions have been answered. Students are asked to cite specific text details that support their answers when responding to interpretive and evaluative questions. 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><b>Non-Negotiable 3. RANGE AND VOLUME OF TEXTS:</b> Submissions must reflect the distribution of text types and genres required by the standards.</p> | <p><b>3a)</b> In grades K-2, literacy programs shift the balance of texts and instructional time to 50% literature / 50% informational text.</p> <p><b>3b)</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>3c)</b> Submissions pay careful attention to providing a sequence or collection of texts that “systematically build the knowledge</p>  | <p>Y<br/>Y<br/>Y</p>              | <p>The selections in Reading Wonders reflect the 50/50 balance of literary and informational text outlined in the Common Core State Standards.</p> <p>Examples of genres in <b>Reading Wonders</b> include: autobiography, narrative nonfiction, expository article social studies, biography, expository article science experiment, expository nonfiction article science, nonfiction article current events, sidebars, maps, graphs, charts, captions, headings, directions, timeline, diagram.</p> <p>The selections in each week (Reading/Writing Workshop, Literature Anthology, Leveled Readers, Your Turn leveled practice book <b>PASSAGES</b>, Time for Kids, articles and independent reading) focus on a particular topic/essential question.</p> |
| <p><b>Section I: Non-Negotiable Criteria</b></p>   |  |                                   |   |
| <p><b>NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO CCSS</b></p>  | <p><b>METRICS</b></p>  | <p><b>MEETS METRICS (Y/N)</b></p> | <p><b>JUSTIFICATION/ COMMENTS</b></p>   |
|  | <p>base of students” (CCSS, 33). Activities should include reading, writing, listening and speaking about topics under study. Read-aloud selections supplement what students can read themselves to ensure that all students can build knowledge about the world through engagement with text.</p> <p><b>3d)</b> Within a sequence or collection of texts, specific, especially rich anchor texts of (keystone texts) are selected for especially careful reading. These texts should have more opportunities built in for students to interact with the text.</p> | <p>Y</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 4. QUALITY OF TEXTS:</b><br/>The quality of texts is high—they are worth reading closely and exhibit exceptional craft and thought and/or provide useful information (<b>note: for K and 1 this refers to material intended for reading aloud. Evaluations of text for quality and complexity are not applicable to student reading materials until 2<sup>nd</sup> grade</b>).</p> | <p><b>4a)</b> Texts must be worth reading and listening to; they must be content rich, representing the best available writing in their type, genre and subject matter.</p> <p><b>3b)</b> History/social studies and science/technical selections, specifically, must enable students to develop rich content knowledge.</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> |
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| Section I: Non-Negotiable Criteria  |   |                                     |  |
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| NON-NEGOTIABLE CRITERIA FOR ALIGNMENT TO CCSS   | METRICS   | MEETS METRICS (Y/N)                 | JUSTIFICATION/ COMMENTS  |
| <b>III. Questions and Tasks</b>   |   |                                     |  |
| <p><b>Non-Negotiable 5. TEXT-DEPENDENT AND TEXT-SPECIFIC QUESTIONS (note: for K and 1 this refers to material intended for reading aloud):</b><br/>At least 80% of all comprehension questions (for read-alouds or texts students can read independently) are text-dependent, and text-specific questions. The majority of these questions draw student attention to the particulars in the text.</p> | <p><b>5a)</b> Text-dependent questions and tasks reflect the requirements of Reading Standard 1 by expecting students to use details from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses.</p> <p><b>5b)</b> Questions are sequenced to guide students in delving deeper into text and graphics.</p> <p><b>5c)</b> Questions and tasks promote the thinking required by the standards at each grade level (Note: not every standard must be assessed with every text.)</p> <p><b>5d)</b> Questions and tasks pay particular attention to the academic language (vocabulary and syntax) in the text and support students in and learning new vocabulary from every reading opportunity.</p> | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <p>The <i>Reading Wonders</i> Teacher Editions include explicit instruction of close reading. Dr. Doug Fisher helped define and shape 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>K-2 graders are routinely assessed with a range of items that engage critical thinking skills and assess their depth of knowledge at a variety of levels. Many assessment items are aligned to both the CCSS and Depth of Knowledge level.</p> |

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| <p><b>Non-Negotiable 6. SCAFFOLDING AND SUPPORTS:</b></p> <p>The submission provides all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text (either listened to or read) as required by the standards at each grade. 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. These opportunities are offered</p> | <p><b>6a)</b> Pre-reading activities should be no more than 10% of time devoted to any reading instruction.</p> <p><b>6b)</b> Read aloud materials must be built with the goal of students gaining full comprehension of complex text rather than substituting mastery of strategies. This means reading strategies have to support comprehension of specific texts and focus on building knowledge and insight. Texts must not serve solely as platforms to practice discrete strategies.</p> <p><b>6c)</b> Questions and tasks require careful comprehension of the text as a precursor to asking students for evaluation.</p> <p><b>6d)</b> Questions and tasks that address academic language (vocabulary and syntax) support students in unpacking the meaning of complex texts students hear read.</p> <p><b>6e)</b> Submissions offer monitoring opportunities that</p> | <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> <p>Y</p> | <p><b>Reading Wonders</b> includes a number of direct strategies to build vocabulary. Weekly key vocabulary words are taught to students using Isabel Beck’s research based: Define – Example – Ask routine. <b>Visual Vocabulary Cards</b>, with supportive language acquisition routines, are available to support all weekly Tier 2 words and targeted ELL vocabulary. Students are also taught to use context clues like sentence and paragraph clues, definitions and restatements, synonyms and antonyms to identify the meaning of unknown words. Additionally, students learn multiple strategies to help them decode word meanings, including identifying inflectional endings, root words, prefixes and suffixes, and Greek and Latin roots. Students learn to recognize homophones, homographs, idioms, and figurative language. They learn to use print and online reference materials, including dictionaries and glossaries.</p> |
| <p>regularly and systematically.</p>   | <p>genuinely measure progress and provide the teacher and student with timely feedback.</p> <p><b>6f)</b> When diagnostics indicate students are not comprehending what they hear or read, materials must be present to provide both reteaching and additional student learning opportunities. These materials must be easily implemented.</p> <p><b>6g)</b> Materials must include gradual release of supporting scaffolds for students at each grade level in order for teachers to measure their students’ independent abilities accurately.</p>  |  | <p>Scoring guidelines, rubrics for short-response and extend-response items, and a 4-point writing rubric are provided as part of the teacher Introduction pages in the <b>Weekly, Unit, and Benchmark Assessments</b> and are included as a part of the Answer Keys for all referenced assessments.</p> <p><b>Placement and Diagnostic Assessment</b> serves as the initial screening instrument and contains assessments that can be assigned throughout the year to monitor student progress and pinpoint students’ strengths and weaknesses.</p> <p><b>Running Records/Benchmark Books</b> contain individually administered assessments that identify students in need of intervention and/or acceleration.</p> <p><b>Monitor and Differentiate</b> is a daily quick check that guides instructional decisions for differentiating first grade instruction.</p>   |

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| <b>IV. Writing to Sources</b>   |   |                            |  |
| <p><b>Non-Negotiable 7. WRITING TO SOURCES</b></p> <p>Writing based on what has been read or heard is a key emphasis in the CCSS at every grade level.</p> <p>Writing assignments are prominent and varied and ask students to draw on their experience, imagination, current capacities, and most frequently, the texts they encounter through reading or read-alouds as source material. As a means to such expression, materials provide sufficient opportunities for all students to practice newly acquired foundational skills as well as other forms of self-expression.</p> | <p><b>7a)</b> Students engage in a full range of writing as outlined by the standards at each grade level. This includes writing about what they are hearing or reading, writing narratives (both real and imagined), writing to inform or explain, and writing opinions.</p> <p><b>7c)</b> Submissions address grade-level foundation standards that requires students in the early grades to know their letters, phonetic conventions, sentence structures, and spelling.</p> <p><b>7d)</b> Materials provide opportunities for educators to monitor student progress in the development of these foundational skills and respond to the needs of individual students. This monitoring should include attention to invented spelling as appropriate for its diagnostic value.</p> | <p>Y</p> <p>Y</p> <p>Y</p> | <p><b>Reading Wonders</b> instruction consistently includes opportunities for students to develop and implement their skills related to writing from sources. Students write about reading as part of the research and inquiry strand of <b>Reading Wonders</b>. At each grade level, focus is placed on giving students the opportunity to employ text evidence in their writing as they gather and synthesize evidence from texts in order to analyze content and inform others about the results of their inquiry and research.</p> |



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| <b>V. Speaking and Listening</b>  |   |                            |   |
| <p><b>Non-Negotiable 8: SPEAKING AND LISTENING:</b></p> <p>To be CCSS-aligned, submissions should promote frequent and regular discussions about texts students have heard or read.</p> <p>Materials assessing speaking and listening must reflect communication skills required for real world applications.</p> | <p><b>8a)</b> As a regular part of comprehension instruction, materials must contain activities designed to promote frequent opportunities for speaking with and listening to peers about texts (listened to or read).</p> <p><b>8b)</b> Submissions include a variety of authentic, real world speaking and listening activities for student practice.</p> <p><b>8c)</b> Materials demonstrate connections and alignment between the speaking and listening standards, reading standard 4, and the related language standards.</p> | <p>Y</p> <p>Y</p> <p>Y</p> | <p>Speaking and listening tasks and the checklists and rubrics for assessing them focus on the true communication skills required for college and career readiness outlined in the grade one Common Core State Standards. Frequent instruction and assessment tools are provided. For example, regular features on Collaborative Conversations address the communication skills needed for effective partner and group discussions.</p> <p>Speaking and Listening Checklists for K-2 function both as self-assessment tools for students and informal assessment resources for teachers. Research and Inquiry and unit-level Publishing Celebrations lessons include detailed, specific checklists related to the communications skills identified in the CCSS.</p> |

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| <b>VI. Language</b>   |   |                            |  |
| <p><b>Non-Negotiable 9: LANGUAGE:</b><br/>Submissions must adequately address the Language standards for the grade.</p> | <p><b>9a)</b> Submissions address the grammar and language conventions specified by the Language standards at each grade level.</p> <p><b>9b)</b> Submissions provide a mirror of real-world activities for student practice with natural language (e.g. mock interviews, presentations).</p> <p><b>9c)</b> Materials create opportunities for students to discover accurate usage patterns, compare them with their own, and gain facility in usage and language conventions in a grade-by-grade pathway. <b>9d)</b> Submissions demonstrate connections and alignment between the language standards, reading standard 4, and the related speaking and listening standards.</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>Grammar is addressed in the writing lessons. The focus of the grammar in this context is to show students how using the standard conventions of English make their writing more effective.</p> |

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| Section II: Indicators of Superior Quality  |                     |  |
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| Indicator of Superior Quality   | MEETS METRICS (Y/N) | JUSTIFICATION/COMMENTS   |
| <b>VIII. Usefulness, Design, and Focus</b>  |                     |  |
| Do the student resources include ample review and easily implemented practice resources, clear directions, and explanations?  |                     | <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. 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>  |
| Are the materials easy to use and 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 point of focus? |                     | <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> <p>After the instruction provided using Reading/Writing Workshop on the first two days, on the third day, students move to the Literature Anthology and leveled readers to apply skills in longer, engaging literature. Students apply close reading as they build stamina using these longer texts.</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><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.</p> <p>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. 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>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 submissions provide clear guidance to teachers about the amount of time the lesson might reasonably take?</p> | <p>The instruction can be customized to meet the instructional timeframe. Suggested Pacing guide for 90 and 120 minutes lessons are available.</p> <p>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 Wonders Technology a master calendar can be created by grade level and distributed to all teachers throughout the district.</p>  |
| <p>Do the materials offer clear explanations to teachers in principles of early reading and skills acquisition?</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>   |
| <p>Do the materials build a coherent sequence of meaning and make connections for students?</p>  | <p>The selections in each week (Literature Big Book, Interactive Read Aloud, Reading/Writing Workshop, Leveled Readers, Your Turn leveled practice book passages, Time for Kids, articles and independent reading) focus on a particular topic/essential question.</p>   |

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| <p>For second grade, additional materials markedly increase the opportunity for regular independent reading of texts that connect to classroom topics and/or appeal to students' interests in order to develop both knowledge and love of reading.</p> |  | <p>Reading Wonders includes multiple opportunities to increase the opportunity for regular independent reading of texts that connect to classroom topics and appeal to student interests. Each week, a weekly concept and essential question is introduced in the Reading Writing Workshop book. It is followed by a brief read aloud about the topic, and a short complex text. The topic is further developed in the Literature Anthology where an anchor selection and paired selection deepen student knowledge regarding the weekly concept and provide additional text evidence to answer the essential question. Students then read Reading Wonders Leveled Readers containing two selections focused on the weekly concept. For further reading on the weekly concept, Time for Kids articles can be accessed at <a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>. Reading Wonders Classroom Libraries, a carefully selected group of trade books, further reading about the topics studied in each unit.</p>  |
| <p>Do instructions allow for careful reading of content? Do they provide different purposes for multiple readings of the text to keep students engaged and reading for deep understanding?</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>Do the submissions designed for teacher guidance contain clear statements and explanation of purpose, goals, and expected outcomes?</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>  |