

## 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.

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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.

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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.

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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.

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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.

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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.

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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 (e.g. 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, *Bibliburro*. 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.