

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

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

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

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

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

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

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

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

## Gateway Two

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

# Meets Expectations

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

#### CRITERION 2A - 2H

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

30/32

Texts are organized around genres studies focused on an essential question and topic. Sequences of questions and tasks support students as they analyze the content, language, key ideas, details, craft, and structure within and across texts. Questions and tasks throughout each unit support students and allow them to demonstrate their knowledge of a topic through integrated tasks. Limited opportunities are present for students to build key academic vocabulary knowledge. A year-long writing plan also supports students as they work toward grade-level proficiency. Students are engaged throughout the year in research projects that allow them to delve into a topic using multiple texts and source materials.

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

#### INDICATOR 2A

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

4/4

The instructional materials reviewed for Grade 1 meet the criteria that texts are organized around a topic/topics to build students knowledge and vocabulary which will over time support and help grow students' ability to comprehend complex texts independently and proficiently.

Instructional materials provide students with the opportunity to build knowledge, vocabulary, and the ability to read complex texts throughout the school year around various topics. Each week, students are introduced to a topic and read various texts that help to answer the essential question about that topic. Texts that help build knowledge include the Anchor Text with a Paired Text, the Interactive Read-Aloud, a Shared Reading text, and the Literature Big Book.

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

- In Unit 1, Week 4 students learn about friendship and what friends do together. The Literature Big Book is *Friends All Around* by Miela Ford, and the Shared Reading is “Toss! Kick! Hop!” (unknown author). The Interactive Read-Aloud is “Games Long Ago” (unknown author), and the Literature Anthology text is *Friends* (unknown author). The Leveled Reader for the week is called “Friends are Fun” by Lisa Kendall.
- In Unit 2, Week 3, students answer the question, “Where do animals live together?” Texts read during this week around the topic include the Literature Big Book, *Babies in the Bayou* by Jim Arnsox, and the Shared Reading “The Best Spot” (unknown author). The Literature Anthology Text is *At a Pond* by Nancy Finton, and the Interactive Read-Aloud is “Animals in the Desert” (unknown author). The Leveled Reader is called *Meerkat Family* by Donna Loughman.
- In Unit 3 Week 1, students learn about what happens over time and the essential question is, “How do we measure time?” Texts are connected by the topic of time, including the Literature Big Book, *A Second is a Hiccup* by Hazel Hutchins, and the Shared Reading “Nate the Snake is Late” (unknown author). The Literature Anthology texts are *On My Way to School* by Wong Herbert Yee and “It’s About Time!” (unknown author). The Interactive Read-Aloud is “Measuring Time” (unknown author).
- In Unit 4, Week 1, students learn about animals and what they are like. The texts connected to the weekly concept include “The Elephant’s Child” (unknown author) and “Animals Can Go Fast” (unknown author). The Literature Anthology is the tale *Little Rabbit*, retold by Gerald McDermott, and the Shared Reading is “Snail and Frog Race” (unknown author).
- In Unit 5, Week 2, students learn about what they can see in the sky. The Interactive Read-Aloud is the folktale “Why the Sun and Moon are in the Sky” (unknown author), and the Shared Reading is “A Bird Named Fern” (unknown author). The Literature Anthology is *Kitten’s First Full Moon* by Kevin Henkes, and the Paired Text is “The Moon” (unknown author). Books are also added to the classroom library for independent reading to further enhance the knowledge of the topic, including the texts *Little Cloud* by Eric Carle, *The Sun is my Favorite Star* by Frank Asch, and *the Island Below the Star* by James Rumford.
- In Unit 6, Week 2, students answer the question, “Who helps you?” Texts read during this week around the topic include the Interactive Read-Aloud “Anansi’s Sons,” and the Shared Reading text “All Kinds of Helpers” (unknown author). The Literature Anthology text is *Meet Rosina* by George Accona, and the Leveled Reader is *Helping Me, Helping You* by Cynthia Maloney.

## INDICATOR 2B

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

4/4

The instructional materials reviewed for Grade 1 meet the criteria that materials contain sets of

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

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

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

- In Unit 1, Week 3, Day 1, Teacher Edition, Listening Comprehension, Literature Big Book, *Cool Dog, School Dog* by Deborah Heiligman, the teacher begins by reminding students that as they read they can use the words and illustrations to visualize, or create pictures in their minds. This can help them understand what is happening in the story. The teacher asks, "How do the illustrations help us to visualize what is happening with Tinka in the classroom?"
- In Unit 2, Week 1, Day 1, Teacher Edition, Whole Group, Literature Big Book, the teacher practices a think-aloud using the details from the cover to make a prediction about the book. This strategy is again practiced in the teacher directions for the Shared Read *Good Job, Ben!*, with the teacher instructing students to correct their predictions as they read. The student directions in the Reading/Writing Companion, Unit 2, Week 1, pages 12-13, Shared Read "Good Job, Ben!," have the students talking about a prediction with their partners/class. This strategy is again used in the Anchor Text for that Unit (Day 3), when the teacher uses predictions to draw conclusions about characters.
- In Unit 3, Week 2, Day 3, Teacher Edition, Listening Comprehension, *Mystery Vine* by Cathryn Falwell, the teacher starts by having students reread the story with a focus on using text evidence to respond to questions about author's craft. The teacher asks students to reread pages 6-7, then asks the question, "Why might the author use words like *crisp*, *crunching*, *bright green*, and *munching* to tell about plants?" Continuing with the strategy with a teacher think-aloud, the teacher says, "When I look at the illustrations, I can see the green peas. I think that the author uses these specific words to help me understand what sounds the vegetables make as the children eat them. The words appeal to the senses and make the story more interesting. I notice that the children seem to enjoy eating the fresh vegetables from the garden because they are smiling." Students are then asked to reread page 12 and the teacher asks, "How do the clues in the text help us figure out what surprises the characters?"
- In Unit 4, Week 4, Day 3, Teacher Edition, Anchor Text, *Hi! Fly Guy* by Tedd Arnold, the teacher starts by stating the essential question, "What insects do you know? How are they alike and different?" The teacher says, "Authors use dialogue and pictures to show how characters think and feel. How does the author show you how the fly and boy feel?" On pages 102-103, Strategy: Cause and Effect, the teacher states, "Remember, many events happen for a reason, or a cause. It's why something happens. What happens is called the effect. It's the action that happens because of the cause. On page 102, we read that the fly was mad.



Why was the fly mad? Let's think back to what has happened so far in the story. The boy caught the fly in a jar. The fly was mad because he was trapped in a jar." On pages 104-105, Strategy: Context Clues, the teacher thinks aloud, "When I'm not sure what a word means, I look at how it is used in a sentence. I look for clues in other sentences and in the illustrations, too. On page 106, I read the word pests and that Dad gets the fly swatter. In the illustration, I see Dad chasing the fly, and the fly calling for Buzz. I know people kill insects they don't like. I think Dad wants to kill the fly. Pests must be insects that people don't like." On pages 108-109, Strategy: Character, Setting, Events, the teacher says, "Let's read these pages and think about the setting. On page 108, where is Fly Guy? On page 109, where is he?" On pages 112-115, Strategy: Illustrator's Craft, the teacher asks, "How do the illustrations help you know the judges' point of view?" On pages 122-123, Strategy: Author/Illustrator's Craft, students are asked, "How does the author show that Fly Guy can be a pet?"

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

- In Unit 3, Week 5, Day 2, Teacher Edition, Whole Group, Comprehension, *A Look at Breakfast* by author unknown, the teacher models page 136 of the Reading/Writing Companion and reviews what sequencing is and the words used to help understand the sequence. Children are guided to reread and then talk with a partner about the sequence for making bread. Students then write the steps the chef uses for making bread for the third and fourth step in the sequence.
- In Unit 1, Week 3, Day 3, Teacher Edition, Whole Group, Anchor Text, *Flip* by Ezra R. Tanaka, Skill: Key Details, the teacher reminds students that an illustration can help them better understand the text on a page. The teacher asks students to, "Look at the words and illustration on page 57. What key detail do we learn from this page?" The teacher then adds this key detail to a chart. The teacher continues discussing key details with students by asking, "What does Flip do on page 60?" Students are guided to complete the Key Details chart. The chart is then reviewed as a whole group.

#### INDICATOR 2C

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

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The materials reviewed for Grade 1 meet the criteria that materials contain a coherently sequenced set of text-dependent questions and tasks that require students to analyze the integration of knowledge and ideas across both individual and multiple texts.

Grade 1 materials provide students the opportunity to engage in questions and tasks that are text-based and build knowledge across individual texts or multiple texts. Each weekly text set centers around a topic with questions and tasks that ask students to refer to the text to find information and support answers to questions in order to complete tasks and build knowledge. Questions and tasks require connected knowledge and ask students to connect ideas between multiple texts.

Most sets of coherent questions and tasks support students' analysis of knowledge and ideas.

Examples include, but are not limited to:

- In Unit 2, Week 3, students learn about how animals live together and engage in the shared reading of "The Best Spot" (no author). Questions asked of students to build knowledge include, "What do deer eat? Which animals live in nests?" Students then work with a partner to discuss how the animals described in the selections live.
- In Unit 3, Week 4, students learn about how life was different long ago. Students hear and read the nonfiction text "Life at Home" (unknown author). Students complete a Venn diagram comparing life at home long ago compared to today.
- In Unit 4, Week 5, students listen to *From Puppy to Guide Dog by Time for Kids* and are asked questions to build knowledge, such as, "Let's talk about how a family can help train a puppy. What sorts of things can they do? What is the next thing we learn about guide dogs? What is the vet doing? What do you learn from the caption?"
- In Unit 6, Week 5, students learn why we celebrate holidays. Students complete the shared reading *Share the Harvest and Give Thanks* by *Time for Kids*. Students are given tasks, such as, "Reread and use what you know to be sure you understand what 'celebrate the harvest' means," and "Let's reread, using the photos to help us understand how people celebrate Thanksgiving and Kwanzaa." Students then work with a partner to discuss if and how they celebrate the harvest using a provided sentence starter.

Throughout the year, students integrate knowledge and ideas across multiple texts. Examples include, but are not limited to:

- In Unit 1, Week 4, students read the texts "Games Long Ago" and "Toss! Kick! Hop!" (unknown author). Students work with a partner to discuss how the games in "Games Long Ago" are like the ones in "Toss! Kick! Hop!" Then students talk about the games that children played long ago versus the games that children play now.
- In Unit 2, Week 5, students learn about maps. Students work with partners to discuss how the maps in "Map It" (unknown author) are like the maps Mitch and Steph used. Then on the final day of the week, students work with a partner to compare a star map with the map of the town of Chatwell in "Fun with Maps" (unknown author).
- In Unit 4, Week 2, students listen to the texts "A Team of Fish" (no author) and *Animal Teams* by Richard Mann. Students talk in pairs about the similarities and differences between the texts. Then, students write the answer to "How are the texts alike?" in their Reading/Writing Companion.
- In Unit 5, Week 3, Day 1, students listen to "Great Inventions" (no author) and are asked, "How has the computer changed how people work? How might life be different if the telephone had never been invented?" Students engage in the shared reading of "The Story of a Robot Inventor" (no author). Students also read the anchor text, *Thomas Edison, Inventor* by David Alder. After reading, students connect to the anchor text to compare *Thomas Edison, Inventor* with "The Story of a Robot Inventor." The teacher asks, "How are the texts similar? How are they different?"

#### INDICATOR 2D

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

The materials reviewed for Grade 1 meet the criteria that the questions and tasks support students' ability to complete culminating tasks in which they demonstrate their knowledge of a topic through integrated skills (e.g. combination of reading, writing, speaking, listening).

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

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

- In Unit 2, Week 1, Reading/Writing Companion, students research what jobs need to be done in a community. Students choose a way to present their work by creating a short video of the person describing his or her job. Students should write a script for their video telling why this person's job is important in the community, creating a brochure about the job, including labeled drawings or using an online drawing program to draw a picture of the person they chose doing his or her job, and label the parts of the drawing.
- In Unit 4, Week 4, Day 4, Integrate Ideas: Research and Inquiry, students pick two insects they want to research and compare their body parts. The teacher models the research process for the students:
  - Step 1: Choose Two Insects: "The project is to compare two insects. First, I need to pick two insects that I read about and compare their body parts. I liked the butterfly, and the fly from 'Hi! Fly Guy' was neat, so I'll pick the fly and the butterfly."
  - Step 2: Find Information Now: "I can research my insects' body parts by looking at books in the classroom or in the library. I can use the table of contents or the index to find the information I am looking for. I can also look for information on the Internet. I found some ways they are alike and different."
  - Step 3: Draw the Insects: "Now that I know more about butterflies and flies, I will draw a picture of a butterfly and a fly. I will make the butterfly's wings larger and covered in tiny scales."
  - Step 4: Write What You Learned: "I will compare the insects I chose. That means to tell how they are alike and how they are different. I learned that butterflies and flies both use their feet to taste food. I also learned that most butterflies have wings that are much larger than the wings of flies. Butterfly wings are also covered in tiny scales. I will write what I learned."
  - Step 5: Choose How to Present Your Work: "I can decide how I want to present the information I learned about the body parts of both insects. I will write a report about my insects' body parts."

Students then move through the research process and present their finished product to the class.

- In Unit 4, Week 5, students research how people work with animals. Students pick a job from two choices: zookeeper or veterinarian. They decide what they want to know about the job and proceed to write questions that they have about the job. Students use books from the library to find the information they need. Next, students write about what they learned about the job they researched. Then they draw something they learned and choose how they will present their work –by creating a short video of the person describing his or her job Students should write a script for their video telling why this person's job is important in the



community, creating a brochure about the job, including labeled drawings or using an online drawing program to draw a picture of the person they chose doing his or her job and label the parts of the drawing.

## INDICATOR 2E

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

2/4

The materials reviewed for Grade 1 partially meet the criteria that materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.

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

Examples include, but are not limited to:

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

their word study notebooks using the words.”

- In Unit 1, Week 2, Day 3, the teacher reminds students of the vocabulary words they learned such as *culture* and *appreciate*. The teacher invites students to make sentences with these words.
- In Unit 3, Week 1, Academic Vocabulary, Day 1, the teacher discusses the theme, “What Time Is It?” For the Literature Big Book, *A Second is a Hiccup* by Hazel Hutchins, the academic vocabulary listed in the side menu is *confirm*, *predict*. The strategy the teacher uses to discuss understanding the text is making predictions. “Explain that we can use the structure, or how the author organizes the poem, to make a prediction as we read. Then we use the structure to correct or confirm the prediction.” Think Aloud: “I noticed the first page was about how long a second is. The next page was about how long a minute is. I predict the next page will be about how long an hour is. Let’s see if my prediction is correct.” On Day 2, the Interactive Read-Aloud, *Measuring Time*, is used for the academic vocabulary located in the side menu, *measure*. Students are asked to discuss partner’s responses to “What are some ways we measure time? How are these ways to measure time the same or different from the way that Nate the Snake measures time?” The students are asked to talk about the different ways to measure time that they read about in the two selections.
- In Unit 4, Week 1, Introduce the Concept, the academic vocabulary focuses on *theme*, *photo*. Students are asked to discuss the theme Animal Features. Students describe what they know about animals and how their bodies help them.
- In Unit 6, Week 4, Day 1, Teacher Edition, Listening Comprehension, the teacher reads the Interactive Read-Aloud. The teacher uses the Define/ Example/Ask routine to introduce the oral vocabulary words *ancient*, *drama*, and *movement*. Students are prompted to respond using the new words as they discuss traditions.
  - Define: Ancient means “very, very old.”
  - Example: “The ancient tree was planted by my great-grandfather.”
  - Ask: “What can you think of that might be ancient?”
  - Define: “If something has drama, it gives you a feeling of surprise and excitement. Example: The movie about the superhero saving the world had a lot of drama. Ask: “Which movie scene has more drama: a scene of a man working at a computer or a scene of a man being chased by a lion?”
  - Define: A movement is a way that someone or something moves.
  - Example: “The bird was startled by the movement of the flag blowing in the wind.”
  - Ask: “Show me a movement you can make with your hands.”

**Set a Purpose for Reading:** Display the Interactive Read-Aloud Cards to read the text, *Let’s Dance*. The teacher uses the Oral Vocabulary prompts as they read the selection to provide more practice with the words in context.

#### INDICATOR 2F

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

4/4

The materials reviewed for Grade 1 meet the criteria that materials contain a year long, cohesive plan

of writing instruction and tasks which support students in building and communicating substantive understanding of topics and texts.

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

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

- In Unit 1, Week 3, Day 1, Shared Writing, the teacher instructs students on answering the prompt and explains what it is asking. The teacher notes that the students will be adding more to the story. “Tell students you will work together to write a response to a prompt about *A Pig for Cliff*. Read aloud the prompt, “What will Cliff and Slim do when they reach the top of the hill?” Explain that the prompt is asking about something the story doesn’t tell.” The teacher says, “To respond to this prompt, we will write what we imagine will happen when Cliff and Slim reach the top of the hill. We’ll get ready to do this by looking at the text and illustrations in *A Pig for Cliff*.”
- In Unit 2, Reading Writing Companion, students discuss ideas and characters for a fantasy story. They draw and write about characters and what they do. Students write about a character and what the character does. Students use an exemplar of a draft of a fantasy story to help them write their story. Adding details is shown to the students so that they can incorporate them into their fantasy story. At the end of this task, students share and evaluate by presenting their work to a partner by taking turns. Students use a Writing and Grammar checklist of yes/no to answer statements such as, “I wrote a realistic fiction story” or “I wrote about a character who acts like a real person.” Students then self-evaluate their work by writing what they did well in their writing and what they need to work on.
- In Unit 2, Reading Writing Companion, students use the text, *The Red Hat* by Eva Torres, to write to the prompt, “Would you like to have Jen’s job? Describe what you would like or not like and why.” During the Edit/Proofread, Peer Edit, the teacher has partners exchange drafts and take turns reviewing them using the online proofreading marks. The teacher encourages partners to discuss and fix errors together.
- In Unit 4, Reading Writing Companion, Extend Your Learning, Animal Report, students discuss with a partner about the animal they want to learn about and decide where to find the information. They write the information and share it with the class.

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

- In Unit 3, Week 2, Reading Writing Companion, after the teacher reads the text, *Time to Plant* by author unknown, the students write the sequence of the story, using *First, Next, Then, Last* in their Reading Writing Companion. On Days 4-5, students write about the Anchor Text, *The Big Yucca Plant* by Magaly Morales, by writing more lines for Rat at the end of the play. On Day 4,

students edit and proofread their draft and on Day 5, the students complete the final draft and present their work.

- In Unit 5, Week 1, Day 1, Independent Writing, teachers instruct students on using proofreading marks. Students use those during peer conferencing. In Peer Edit, the teacher has partners exchange their drafts and take turns editing them using the online proofreading marks. They are encouraged to discuss and fix errors together.
- In Unit 6, Week 3, Day 3, Independent Writing, after reading *Rain School* by James Rumford, students respond to the prompt about this anchor text, “What do the children in *Rain School* learn from their first lesson?”
- In Unit 6, Week 2, Independent Writing, Self-Selected Writing, students can choose from the following writing prompts:
  - Write about a person in your life who has helped you.
  - Write a book review of a book you've read this week.
  - Write about a time you have helped someone. How did you help?

## INDICATOR 2G

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

4/4

The materials reviewed for Grade 1 meet the criteria that materials include a progression of focused, shared research and writing projects to encourage students to develop knowledge and understanding of a topic using texts and other source materials.

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

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

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

need further information.

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

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

Examples include, but are not limited to:

- In Unit 1, Week 1, students learn about school. Students are told that they will research favorite school activities. Students are guided through the 5-step process for research. In Step 1 the teacher models by saying, “The project is to poll children in our classroom on our favorite school activities. I need to decide what question I want to use when I ask the children what their favorite school activity is. I will ask, ‘what is your favorite subject at school?’”
- In Unit 2, Week 2, students conduct research about a building. Using the Reading/Writing Companion, the teacher models the research process. The teacher says, “The project is to research a building. First, I need to pick a type of building to research. I like tall buildings, so I’ll research a skyscraper.” Students then write the questions they need to know. The teacher provides a model by saying, “I need to think about what I want to know about skyscrapers. I’d like to know how you can get to the top floor and what they’re made of.” Students are then instructed to research their buildings using books or online. Then students write about what they have learned and choose a way to present their project.
- In Unit 3, Week 1, students conduct research about a typical day of a classmate. Students begin by picking a classmate and writing questions to ask their classmate. Students interview the classmate and write down what they learn before presenting their findings.
- In Unit 4, Week 2, students study the topic of animal teams. Students research an animal team. The teacher models the five-step research process. For Step 2, the teacher models by saying, “I have to decide where to find information about how birds help other animals. I can research by looking at books in the classroom or in the library. I can also look for information on the Internet. I found out that birds and hippos help each other.” Students then apply these skills themselves using their Reading/Writing Companion.
- In Unit 6, Week 1, students pick a place in their school that they and their classmates can work together to improve. In Step 2, students list three ways to be good citizens and help improve the school and then in Step 3, students poll their classmates about the best ways to improve the school. Students then write about their results before presenting their work.

#### INDICATOR 2H

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

4/4

The materials reviewed for Grade 1 meet the criteria that materials provide a design, including accountability, for how students will regularly engage in a volume of independent reading either in or outside of class.

Grade 1 materials provide opportunities for students to read independently in and out of class. The materials include routines for choosing a book, how to build classroom and school libraries,



independent reading journals, and teacher and student conferences as well as rubrics. Many opportunities for independent reading and books for students to read independently are included within the reading class time. Materials include a School-to-Home letter each week that provides limited information for parents to have their children read.

Examples include, but are not limited to:

- In the Instructional Routine Handbook, pages 109-127, teachers are provided with support on how to foster independent reading routines in the classroom. This section of the handbook gives routines for how to choose a book, how to build a classroom library, independent reading journals as well as teacher and student conferences. On page 112, a teacher-student conference routine is presented.
  - "Make a positive observation about the student's reading or book choice. Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.
  - Talk about how the reading is going. Why did you choose this particular book or genre? Why did you abandon this book? How is your current book going? Are you using Thinking Codes and are they helping? What strategies are you using and what ones do you need help with? How are you solving problems as you read? Who is your favorite character and why? What is your favorite part so far and why?
  - Ask the student to read aloud for a minute or two. This will help you assess their accuracy, fluency, and comprehension.
  - Highlight a student strength. I really like the way you used context clues to figure out what that word means. And adding that word to your writer's notebook is a good idea.
  - Suggest a specific goal the student can work on. When you have an opinion, make sure to find text evidence to support it.
  - Record notes from your conference. Conference forms to use with the students are provided on pages 121 and 122."
- In the Instructional Routines Handbook, page 111, a six-step procedure is given to the teacher to guide students through the independent reading process. The handbook states, on page 110, that a first grade student should be reading for 10-20 minutes independently each day.

1. Select a book that interests you. Check the book to make sure it's the one you want to read. See the Five-Finger Rule on page 120 as one way to help students check how difficult a book is. See the Additional Strategies on pages 113-119 for more ways to help students choose a book.

2. Read the book each day during Independent Reading time. Use the skills and strategies you've been working on.

3. Think about what you're reading. You can use Thinking Codes to record your thoughts or write about them in your writer's notebook.

4. Record what you've read at the end of each Independent Reading session. Keep track on your Reading Log. There are many suggestions for keeping students accountable for their independent reading in the Additional Strategies section. Using a Reading Log is just one way.

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

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

- In the Instructional Routine Handbook, a Reading Log is provided. The log asks students to document the date they read a book, title, genre, their opinion of the book using three faces (smile, straight, sad faces), and how hard the text was to read on a scale of C: Complex, E: Easy to me or JR: Just Right, and the final column asks students to put a check mark if they are still reading, an A if they abandoned the text, or an F if they finished.
- On the ConnectED Student Edition, there is a section labeled School-to-Home Link. Within this section there are family letters for each week that support student comprehension and vocabulary with different activities. For example, the comprehension section states, "Help your child think of a title for a map, then circle details that are shown in the map." Also on this internet site, students have access to the leveled readers that they could read or have read to them. Lexile levels range for various texts levels, 550L, 540L, 130L.
- The School-to-Home Connection is a letter sent home with students each week. For example:
  - In Unit 4, Week 4, Resources: School-to-Home, Family Letter, "Comprehension: Point of View. Perform a short skit with your child. Then your child will answer questions that show the point of view of the characters."
- In Unit 5, Week 2, Teacher Edition, *Hide and Seek* by Daniel Haikin, the teacher sets the purpose for reading by reminding the students to focus on the essential question, "Let's read to find out what Harry sees in the sky." The On-Level small group is asked to read independently. During Independent Reading time, students are instructed to read a text for sustained silent reading. Students can select their book from the Classroom Library, the Leveled Reader Library, Literature Anthology, or other texts for their independent reading. Students are encouraged to read for at least 10–20 minutes. The teacher reminds students of the following as they are reading: to set a purpose for reading, look for important details in the text and illustrations, ask themselves questions before, during, and after reading, and then look for the answers in the words and illustrations or photographs. Students are also instructed to record their information on a Reading Log of their chosen text.

## Gateway Three Usability

### Meets Expectations

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

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

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

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

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

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

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

7/8

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

### **INDICATOR 3A**

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

2/2

The materials reviewed for Grade 1 meet the criteria that materials are well-designed and take into account effective lesson structure and pacing.

Grade 1 materials are designed to immerse students in all areas of the standards and provide explicit lesson structure with embedded teacher direction, as well as recommendations for supporting all learners. There are six units in First Grade, and each unit contains a Unit Overview which supports the teacher in planning for instruction. Each unit instructs the teacher throughout each lesson on its implementation before, during, and after the readings and activities, as well as recommendations for scaffolded support. At the beginning of each unit there is a Unit Introduction followed by a weekly overview that maps out the daily content being covered. Pacing for each lesson is appropriately allocated.

Examples include, but are not limited to:

- The materials contain daily opportunities for whole group and small group instruction. The materials for each week contain a daily routine consisting of a Unit Opener, which discusses the Big Idea for the Unit. A social-emotional skill is taught on Day 1; then the essential question is introduced. Small group learning takes place daily and includes a focus on skills within the leveled reader along with phonics instruction, phonemic awareness and high-frequency words. The materials contain a weekly planner which outlines the various skills for the week. Each day is clearly listed and contains lesson plans with directions and contain materials needed for the lesson within a Lesson Resource box. Routines are listed within the Instructional Routines Handbook and contain an explanation and recommendations for carrying out research-based practices.
- In Unit 4, Week 3, *In the Wild*, the Essential Question is, “How do animals survive in nature?” A unit introduction is provided for students to develop an understanding of the content they will be learning. On T189, a *Making Learning Visible* page is provided where the texts students read are visible at a glance. There are subsections listed for Active Engagement and Student Outcomes that show what students will be learning in each area of focus. An explicit systematic instruction for word work is provided that includes a Daily Review to review prior sound-spellings to build fluency. After each day’s lessons, the teacher checks that students are on track and ready to move forward. Follow-up with either differentiated instruction to strengthen skills, provide targeted review and reteaching lessons to meet students’ specific needs. ELL support is provided in all lessons. A suggested lesson plan is provided for a five-day span and includes small group instruction, Beyond level, English language learners, and social-emotional learning. In each lesson an objective is stated, academic language is listed, and digital tools are provided. Teacher modeling is evident throughout each lesson. A sample day for Unit 4, Week 3 is provided. Introduce the Concept *In the Wild*, T200–T201, Oral Vocabulary Words *survive, provide*, T200 Listening Comprehension “Animals in Winter,” T202–T203, Oral Vocabulary Words: *communicate, superior, wilderness* Word Work T204–T207, Phonemic Awareness: Phoneme Categorization, Phonics/Spelling: Introduce Long *o: o, oo, ow, oe*, High-Frequency Words: *find, food, more, over, start, warm*, Shared Read “Go Wild!,” T208–T209, Shared Writing T210, Grammar Go and Do, T211.

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

- In Unit 4, Week 3,
  - Introduce the Concept: Talk About It: 5 minutes
  - Listening Comprehension: Read the Interactive Read-Aloud: 10 minutes
  - Word Work: Phonemic Awareness: 5 minutes
  - Phonics: 10 minutes
  - Word Work: Spelling: 5 minutes
  - High Frequency Words: 5 minutes
  - Shared Read: 10 minutes
  - Language Arts: Shared Writing: 5 minutes
  - Grammar: 5 minutes within 60 minutes of literacy instruction.
- ◆ In Unit 4, Week 4, Day 3,
  - Build the Concept/Oral language: 5 minutes
  - Comprehension/Reading & Writing Companion: 10 minutes
  - Fluency/Reading & Writing Companion: 5 minutes
  - Word Work/Phonemic Awareness: 5 minutes
  - Word Work/Phonics: 5 minutes
  - Word Work/Structural Analysis: 5 minutes
  - Word Work/Spelling: 5 minutes
  - Word Work/High-Frequency Words: 5 minutes
  - Word Work/Reinforce Vocabulary: 5 minutes
  - Anchor Text/Literature Anthology: No time indication
  - Language Arts/Independent Writing: 5 minutes
  - Language Arts/Grammar: 5 minutes
  - Writing Process/Revise and Edit: 5 minutes

**INDICATOR 3B**

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

2/2

The s materials reviewed for Grade 1 meet the criteria that the teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding. Review, Extend, and Assess are also included in these instructional days.

Grade 1 materials include six units in the First Grade resource. Units range from 25 to 40 instructional days, for a total of 200 instructional days. Review, Extend, and Assess are also included in these instructional days.

The suggested amount of time and expectations for teachers and students to complete the materials



are viable for one school year as written and would not require significant modifications. Examples include, but are not limited to:

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

### INDICATOR 3C

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

2/2

The materials reviewed for Grade 1 meet the criteria that the student resources include ample review and practice resources, clear directions, and explanation, and correct labeling of reference aids (eg. visuals, maps, etc.)

Grade 1 materials offer students opportunities to demonstrate thinking and learning through a variety of tasks such as graphic organizers, citing text evidence and interacting with the text, rereading various text selections, collaborating with partners and completing the research and inquiry process. Students demonstrate knowledge of content through writing, drawing, listening and speaking. The student materials for each unit are clearly labeled and provide clear directions for each activity.

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

- In Unit 2, Week 2, Reading/Writing Companion, the top of the page says, “Remember characters are the people or animals in a story. The setting is where the story takes place. The events are what happens in the story.” Students reread *Cubs in a Hat* and talk with a partner about the characters, settings, and events. Students describe the characters, setting, and events and write the details on a graphic organizer, page 53.
- In Unit 4, Week 4, Reading/Writing Companion, *Creep Low, Fly High* by Author Unknown, students listen, talk and write about two vocabulary words (*beautiful, fancy*). Students practice using context clues to determine the meaning of an unfamiliar word. Students examine, reread, share, and write about the genre of Fantasy and the use of problems and solutions, while completing a graphic organizer. Students reread, talk and write about the point of view in the story. Using a graphic organizer, students list character, clue, and point of view.
- In Unit 6, Week 2, Reading/Writing Companion, the companion states, “The theme of the story is the big idea or message that an

author wants to share.” Students reread the text, *Super Tools* and talk about the clues in the story that help them understand the author's message. Students use the graphic organizer to write about the clues and theme of the story.

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

- In Unit 1, Week 2, students complete the high-frequency word practice page. The directions are as follows: “Read and spell each word in the box. Complete each sentence. Use one of the words in the box. Use a word from the box to write your own sentence.”
- In Unit 3, Week 1, Reading/Writing Companion, students complete the Research and Inquiry, “Tell me about your day.” Five-step directions are listed with ample space to write the responses. “Step 1: Pick a classmate to ask about his/her usual day. Step 2: Decide what you want to know about your classmates. Write your questions. Step 3: Ask your questions, Step 4: Write what you learned about each part of your classmates. Step 5: Choose how to present your work.”
- In Unit 4, Week 2, Reading/Writing Companion, students examine a paired text. The text, picture with caption, quick tip, and graphic organizer are used to support student understanding. Caption: “Worker bees make wax cups called honey combs.” The Quick Tip and Talk About It boxes direct students to areas of importance. Students are provided with a small space to write.
- In Unit 5, Week 1, Reading/Writing Companion, students work with multiple meaning words. An example is provided for how to use text evidence to help decode multiple meaning words. The students then respond in writing to the question, “What words help you figure out the meaning of *bright* on page 17?”

### INDICATOR 3D

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

1/2

The materials reviewed for Grade 1 partially meet the criteria that materials include publisher-produced alignment documentation of the standards addressed by specific questions, tasks, and assessment items.

Grade 1 materials provide Common Core State Standards alignment documentation in the Teacher Edition under Plan: Weekly Standard. Standards are noted for each lesson and are linked to the lesson. The Assessment and Data tab in the online materials lists several printable resources; however, under the Standards tab, it indicates “no standards associated with this resource.”

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

- In Unit 2, Week 3, Day 1, the lesson objectives are seen at the top left of the page. The following objective is stated, “Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).” The Common Core State Standards were not listed next to the lesson objectives.
- In Unit 3, Week 4, students practice segmenting words into phonemes. The teacher says, “Place one marker in each box for the sound you hear. Then tell me how many sounds are in each word.” The standard alignment is stated for this task as RF.1.2d,

"Segment spoken single-syllable words into their complete sequence of individual sounds."

- In Unit 4, Week 1, Day 3;
  - Build the Concept/Oral Language: No standards associated
  - Comprehension/Reading & Writing Companion: RL.1.3, RF.1.4b
  - Fluency/Accuracy: RL.1.3, RF.1.4b
  - Work Work/Phonemic Awareness: RF.1.2b, RF.1.3b, RF.1.3c
  - Work Work/Phonics: RF.1.2b, RF.1.3b, RF.1.3c
  - Work Work/Structural Analysis: RF.1.2b, RF.1.3b, RF.1.3c, L.1.5
  - Word Work/Spelling: RF.1.3g, L.1.2d, L.1.2e
  - Word Work/High Frequency Words: RF.1.3g, L.1.2d
  - Word Work/Vocabulary: RF.1.3g, L.1.2d
  - Anchor Text: RL.1.2, RL.1.3, RL.1.10
  - Language Arts/Independent Writing: W.1.8, L.1.1c
  - Language Arts/Grammar: W.1.8, L.1.1c
- Each day also contains the standards relating to the material in a drop-down menu on the right hand side of the lesson titled, "STANDARDS."

### INDICATOR 3E

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

The materials reviewed for Grade 1 meet the criteria that the visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Grade 1 materials contain many visual aids to support student learning, including graphic organizers, response sheets, and real images that accompany the text related to the content in each unit. Illustrations and clip art in the Reading/Writing Companion are uncomplicated and appealing to the eye. The design of the materials is simple and visually appealing to a Grade 1 student. The font, margins, and spacing provided for student work areas are also appropriate.

The materials include, but are not limited to:

- Information on each page of the Reading/Writing Companion is clear and consistent.
- Enough space is provided for students to draw and write responses effectively.
- Students pages are labeled clearly allowing students to easily follow a teacher's direction.
- The fonts and margins are reasonable.
- Anchor charts describing procedures and protocols are clear and easily understandable for students to refer back to throughout the year.
- Units are comprised of materials that display a simple blue design and include adequate space. The font, size, margins, and spacing are consistent and readable.

**CRITERION 3F - 3J**

Materials support teacher learning and understanding of the Standards.

6/8

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

**INDICATOR 3F**

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

1/2

The materials reviewed for Grade 1 partially meet the criteria that materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student edition and in the ancillary materials. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.

Grade 1 materials provides clear annotations for teachers on how to present content to students. For each unit, an overview is provided for the teacher. A student outcome page that displays what the students will be learning is also present. Throughout the lessons, italicized questions and explanations are included to support teachers in how to present materials to both support and challenge students, including ELL students. Each unit includes Approaching Level, On Level, and Beyond Level differentiated instruction. During Research and Inquiry, the teacher models the task; however, some statements provided are vague and do not provide enough guidance to teachers. There is minimal guidance and support for the use of embedded technology.

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

- A model for an anchor chart is provided for teacher use in the classroom.

- An explicit systematic instruction chart is also provided that guides teachers through the word work process. The Teacher Edition states to do a "daily review to review prior sound-spellings to build fluency. After each day's lessons, check that children are on track and ready to move forward. Follow up with: Differentiated Instruction to strengthen skills, provide targeted review and reteaching lessons to meet children's specific needs."
- Next steps are also shown that help guide the teacher in making informed decisions.
- Grade 1, Resources Tab, Professional Development link, Overview: Filter Instructional Routines and Assessment: *Managing Small Groups: A How to Guide* and *Instructional Routines Handbook*, provides information to teachers about how to structure lessons in a differentiated classroom.
- In Unit 2, Week 5, the Teacher Conferences tab gives explained steps on how to conduct a writing conference with students. The steps include talk about the strengths of the writing, how the writer uses the writing trait, and make concrete suggestions for revisions.

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

- The Digital Quick Start Guide gives teachers assistance on how to get started using the digital tools provided by *Wonders*.
- In Unit 5, Week 2, Research and Inquiry, suggests the use of technology to "Create and present a slide show of their research using an interactive whiteboard with pictures and labels" of the research idea, but does not give any other information to support the use of technology to enhance student learning. The Reading/Writing Companion, Research and Inquiry Step 3, "Find books or websites," contains a reference to the use of technology but does not provide further guidance or support for the technology. Games and activities are provided on the Student Edition site, but no link from the Teacher Edition is provided.

### INDICATOR 3G

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

2/2

The materials reviewed for Grade 1 meet the criteria that materials contain a teacher edition that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

Grade 1 materials provide detailed explanations for each instructional lesson for the teacher to explain to the student, including information on the lesson's purpose. Each unit of the Teacher Guide also contains alignments to the Common Core State Standards. The User Guide and Instructional Routines Handbook, which are separate items located in the Teacher Resource Library, are designed to provide guidance on the delivery of the reading curriculum and serve as a resource to build professional knowledge in the areas of research-based best practices. Training videos for different instructional routines, including coaching conversations and examples from the classroom, are also included in the teacher materials. Teachers can access information on a variety of topics, such as



writing, access to complex text, and foundational skills.

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

- The Research-Based Alignment explains text complexity. "Texts must have recognized value, be worth reading, and include the variations of form documented to enhance comprehension (e.g., lexical quality). Lexical quality refers to the "extent to which the reader's knowledge of a given word represents the word's form and meaning constituents and knowledge of word use that combines meaning with pragmatic features."
- The curriculum offers the text, *Managing Small Groups: A How to Guide* by Vicki Gibson and Doug Fisher, that gives teachers background knowledge on how to implement small group differentiated instruction.
- Grade 1, Resources Tab, Professional Development link, tab: Author & Coach Videos, Filters provided: Foundational Skills, Close Reading, Access to Complex Text,
  - Under the filtered options for Foundational Skills are videos such as "Long Vowel Awareness." Through a coaching video, teachers learn how to teach students the difference between long and short vowels.
  - Under the filtered options for writing are videos such as "Writing Across Text Types and Genres with Dr. Doug Fisher."
- In the User Guide, beginning on page 6, teachers are provided information on an instructional approach used within the program, *Balanced Literacy Classroom: What Does It Look and Sound Like?* This information also includes 21st Century College- and Career-Ready Inspired Shifts in Balanced Literacy.
- In the User Guide, on page 16, teachers are provided with guidance on Guided Reading Instruction. This information informs teachers as to what guided reading looks like and what happens before, during, and after reading.
- In the User Guide, on page 26, close reading information is provided. Information detailing the importance of identifying a purpose for reading, determining the author's purpose, and schema and considerations for developing a close reading program is provided.
- In the User Guide, on page 37, the concept of rereading is explained, "When one's schema on a topic has significant gaps, the reader must devote cognitive resources to constructing a mental model on which to attach this new information (Kintsch & van Dijk, 1978)." "A chief way you accomplish this is by rereading. You slow down your pace, review a previous passage, and look back to the text in order to find information."
- In the Instructional Routines Handbook, beginning on page 19, several routines, such as collaborative conversations, are explained and established.

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

- The Resource Library in each unit provides resources that explain more advanced concepts. For example, there are videos on setting up a balanced literacy classroom.
- Videos are available to all teachers who have access to online materials under the professional development tab. The videos are short and easily viewed, although the videos do not appear to have a closed captioned version.

### INDICATOR 3H

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

1/2

The materials reviewed for Grade 1 partially meet the criteria that materials contain a teacher edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum. the criteria that the visual design (whether in print or digital) is not distracting or chaotic, but supports students in engaging thoughtfully with the subject.

Grade 1 materials provide references to the standards, including lists and where to locate the standards within the curriculum; however, the role of the specific standards in ELA are not provided in the context of the overall curriculum. Standards are addressed in the Weekly Standards section with links to corresponding lessons. A Research-Based Alignment Handbook is also provided and details a summary of key research and demonstration of program alignment to the standards.

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

- In the Instructional Routines Handbook, page 7, the *Wonders* curriculum is “built around the new standards.” References to the standards are located in the *Wonders* CCSS Correlation pdf and then within the Weekly Standards tab located under the Plan tab online in the Teacher's Edition.
- The *Wonders* CCSS Correlation pdf contains each grade level, the CCSS code, the CCSS, and the *Wonders* Page References which provides the location of where the standard can be found within the curriculum.
- In Unit 3, Week 1, L.1.1e, “Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).” [6 lessons] ) For each lesson, a Standard tab is located on the right-hand side of the page. When selected, it provides no explanation except a listing of the CCSS.

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

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

### INDICATOR 3I

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

The materials reviewed for Grade 1 meet the criteria that materials contain an explanation of the instructional approaches of the program and identification of the research-based strategies.

Grade 1 materials provide a User Guide that discusses the research behind a balanced literacy approach, guided reading instruction, vocabulary and foundational skills, social-emotional learning, and writing. The Instructional Routines Handbook explains more about the research behind the curriculum, as well as modeling routines, collaborative conversations, word work, reading, writing and grammar, and research and inquiry. This handbook also explains the educational approaches and routines for English Language Learners.

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

- Instructional Routines Handbook, page 3, the I Do, We Do, You Do, Routine is shown. “I Do: This is where you explain and model to your students what it is they are learning to do. We Do: In this step, you and your students work together and share the instruction. Students get to practice while you guide and teach. You Do I Watch: After students have had the chance to practice with you, it’s time for them to practice on their own. This is where you observe and offer corrective feedback as students collaborate and practice. You Do It Alone: After modeling, showing, guiding, and allowing them to practice, it’s time for your students to work independently.”
- The Research-Based Alignment Handbook provides the key research findings that support the *Wonders* curriculum. For example, the research document states that when students engage in repeated readings it builds their fluency and comprehension. This is supported in the *Wonders* curriculum. “In grade 1 teachers read aloud and reread Literature and Informational big books and Interactive Read-Aloud Selections.”
- The User Guide, page 4, provides the research behind independent reading. “Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control. Readers without power to make their own choices are unmotivated.”
- The User Guide, “Guided Reading Instruction” by Kathy Rhea Bumgardner, M. Ed., discusses what guided reading is and how to prepare and teach guided reading. Research-based approaches, such as scaffolding are referenced. “The term ‘scaffold,’ as applied to learning situations by Wood, Bruner, and Ross (1976), refers to a framework and process by which teachers use support strategies to help students complete tasks they are unable to do independently at their current stage of learning.” References are listed at the close of this article.
- Resources Tab, Professional Development link, Filter: Research Base and Link to Whitepapers, includes documents that provide an explanation of the link between research and the program.

### INDICATOR 3J

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

achievement.

The materials reviewed for Grade 1 meet the criteria that materials contain strategies for informing all stakeholders, including students, parents or caregivers about the ELA/literacy program and suggestions for how they can help support student progress and achievement.

Grade 1 materials provide a Take Home Letter each week that reinforces the main lesson objectives, vocabulary, and content knowledge. Family Letters are available in several languages: English, Spanish, Arabic, Chinese, Hmong, Korean, Tagalog, Urdu, and Vietnamese. The letter includes the weekly concept and essential question. A checklist is provided, enabling students and families to mark off any learning goals they complete. A Word Workout that includes word activities for families and students to do at home is given. A comprehension passage that has a specific area of focus is also included each week. The weekly spelling list and correlating fun activities for families to help practice spelling words are also included. In the *Wonders ConnectEd Student Edition*, leveled readers and games are provided to support students at home.

An example of the weekly letter can be found in Unit 3, Week 1. The School-to-Home Connection Letter states, "This week our class will be focusing on the different ways we can measure time. Time can be measured by a clock, a shadow, and even an hourglass." A link to the students' learning goals is provided and families are asked to check the ones the student completes. Word Workout includes high-frequency words the students are working on, along with spelling/phonics and words to know. The comprehension skill the students are learning about is also included with a suggestion. "Your child will identify the character, setting, and what happens in a story. Then he or she will draw a picture to show the missing part of each story." A section called Pet Planet Time is included. This section includes portions titled Watch Together, Talk Together, and Breathe Together with ideas in each one. Resources are provided on the side for the students to work on their comprehension skills or their Word Workout.

#### **CRITERION 3K - 3N**

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

7/8

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

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

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

### INDICATOR 3K

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

2/2

The materials reviewed for Grade 1 meet the criteria that materials regularly and systematically offer assessment opportunities that genuinely measure student progress.

Grade 1 materials provide multiple assessment opportunities. There is an online assessment center that links to all Unit and Benchmark Assessments. Unit Assessments are given at the end of each unit. Screening/Placement and Diagnostic Assessments, such as Phonological and Phonemic Awareness, Letter Naming and Sight Words, and Phonics and Decoding, serve as an initial screening that can be assigned throughout the year to monitor student progress and pinpoint students' strengths and weaknesses. Checks for Success are provided throughout each unit regularly. Progress Monitoring Assessments are used to guide instruction and may be administered every week, every two weeks, or every six weeks, depending on the test selected. In the Benchmark Assessment Grade 1, students are given three benchmark assessments. The focus of the Benchmark Assessments is on key areas of English Language Arts: comprehension of literature and informational text, phonics and decoding skills, and recognition of high-frequency words. There are also Running Record Assessments that evaluate student's oral reading and identify a student's reading level, style, and strategy use.

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

- Inventories of Developmental Spelling (K–6+), Assessment Handbook, "Part 1 Assessment Options," page 21, This assessment can be administered any time of the year. "Students' skills can be classified as falling into particular developmental stages of spelling."
- Comprehension Tests (K–6), Assessment Handbook, "Part 1 Assessment Options", page 23, "Administer this test at any time of the year to provide a quick check or recheck of a student's instructional reading level."
- Unit Assessments (K–6), Assessment Handbook, "Part 1 Assessment Options", page 27. These assessments are completed after each unit of study. "Unit Assessments include literary and informational texts with questions that focus on the main skills taught in each unit of *Wonders*. Test items cover reading comprehension skills, literary elements, text features, vocabulary strategies, and



English language conventions.” Each unit includes a writing prompt that students use to showcase their understanding of a genre that has been previously taught. These assessments provide information to make instructional decisions and to place students into small skill-based groups.

- Benchmark Assessments (K-6), Assessment Handbook, “Part 1 Assessment Options”, page 28. These assessments are completed “at discrete points throughout the year to gauge student progress through the curriculum and readiness for state-mandated end-of-year assessments.”
- Portfolio Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 31. Portfolios showcase a collection of the students work. A Reflection piece is included. Two portfolio options are presented: “a developmental portfolio and a best work portfolio. There is also a Portfolio Rubric to use when evaluating students’ portfolios.”
- Informal Assessments, Assessment Handbook, “Part 1 Assessment Options”, page 45. “In reading, you can do this in an informal way throughout instruction.” Examples include teaching students to monitor their own comprehension by asking questions, and retelling and monitoring their own progress.

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

- In Unit 1, Week 4, Progress Monitoring Assessments, students read the story “Pals Have Fun.” Students answer comprehension questions based on the text.
- In Unit 4, Selection Tests are provided that assess students on their knowledge of weekly selections and concept vocabulary and their comprehension of the reading selections found in the literature anthology.

#### **INDICATOR 3L**

The purpose/use of each assessment is clear:

#### **INDICATOR 3L.I**

Assessments clearly denote which standards are being emphasized.

1/2

The materials reviewed for Grade 1 partially meet the criteria that assessments clearly denote which standards are being emphasized.

Grade 1 materials provide multiple ways that students are assessed throughout each unit, including formative assessments. The User Guide states that Unit Assessments are aligned to standards; however, there is no evidence to support that any standards are specifically listed in assessments.

Materials include limited denotations of the standards being assessed in both types of Assessments. Examples include, but are not limited to:

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

**INDICATOR 3L.II**

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

2/2

The materials reviewed for Grade 1 meet the criteria that assessments provide sufficient guidance to teachers for interpreting student performance and suggestions for follow up.

Grade 1 materials provide teachers with guidance for administering assessments, ways to scaffold assessments, and how to interpret student data. Teacher scripts are provided with answers for all Unit Assessments and Diagnostic Assessments. The answer keys have the correct answer and content focus for each question and answer. Suggestions on how to reteach content is provided to teachers.

Examples include, but are not limited to:

- On page x of the Placement and Diagnostic Assessment, First Grade, the materials state that placement decisions are provided after the Reading Comprehension Test, Phonemic Awareness Subtests, and Letter Naming Fluency are administered. Students who score 80% or higher are instructed to begin *Wonders* On Level or Beyond Level instruction. Students who score a 60-79% are instructed to begin with the Approaching Level materials. Students who score below a 60% are instructed to start in the Approaching Level and use intervention materials as needed.
- After each Unit assessment in the Teacher Edition, there is a Track for Success Progress Monitoring. For example, in Unit 6, Week 3, Making the Most of Assessment Results explains the assessed skills, how the teacher checks for success, and gives reteaching opportunities.
- Grade 1, Teacher Edition, Assessment and Data Tab, Printable Assessments, Filter to Assessment Handbook, Assessment Handbook, page 32, The Assessment Process Guide to Using Multiple Measures to Assess Student Progress provides an overall graphic on how assessments could be used in a classroom.
- In Unit 3, Week 4, Day 5, Progress Monitoring, teachers are provided with a chart for interventions. "Reteaching Opportunities with Intervention Online PDFs." If Children Answer 0-3 Comprehension items correctly: Then Assign Lessons 76-78 on Compare and Contrast and Lessons 88-90 on Text Connections from the Comprehension PDF. In Unit 5, Week 5, Formal Assessment, "Skills assessed in Progress Monitoring Assessment, Reteaching, "IF CHILDREN ANSWER 0-3 comprehension items correctly THEN ASSIGN Lessons 73-75 on Cause and Effect and Lessons 88-90 on Text Connections from the Comprehension PDF."

**INDICATOR 3M**

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

2/2

The materials reviewed for Grade 1 meet the criteria that materials should include routines and guidance that point out opportunities to monitor student progress.

Grade 1 materials provide routines and guidance that point out opportunities to monitor student progress. There are informal Checks for Success that help collect evidence of student progress, as teachers observe students working and provide guidance for differentiation of instruction moving forward. Formative assessments are integrated within every unit by using end of unit assessments. Screening and Diagnostic Assessments, as well as Comprehension Assessments, offer guidance to inform instructional decisions.

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

- In Unit 1, Week 2, Decodable Reader tab, students read “Jill and Jim” to practice decoding in context. The resource states, “If students have difficulty with the text and need more support, the teacher can refer to T153 or T160.” The teacher is monitoring student progress while students are reading the decodable.
- In Unit 4, Week 4, Day 3, Teacher Edition, Check for Success, the resource states, “Use your online rubric to record children’s progress. Can children read and decode words with long *i*, *y*, *igh*, *ie*? Can children recognize and read high-frequency and vocabulary words?” The teacher is then able to differentiate instruction based on this Check for Success. Develop pages and Reteach page numbers are given for the teacher to provide further instruction.
- Instructional Routines Handbook, Teacher-Student Conference Routine, page 119, states “Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.”
- Instructional Routines Handbook, Retelling Routine, page 98, states, “Retelling allows you to monitor comprehension.” Model, Guide, and Discuss Retelling are the three steps within the Retelling Routine.
- Instructional Routines Handbook, Students monitor their progress, page 173. Students monitor their progress through the following ways:
  - Track Your Progress in the Reading Writing Companion asks students to evaluate their progress on key skills that they have learned.
  - Writing Rubrics, Student Models, Listening and Speaking checklists offer help as students reflect on the quality and completeness of their work.
  - Progress bars on online games help students track their progress.
  - Opportunities to give feedback to students during weekly Teacher and Peer Conferences on their writing.

### INDICATOR 3N

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

The materials reviewed for Grade 1 meet the criteria that materials indicate how students are accountable for independent reading based on student choice and interest to build stamina, confidence, and motivation.

Grade 1 materials recommend 10-15 minutes of independent reading daily. The materials offer

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

Examples include, but are not limited to:

- In Unit 1, Week 2, students complete self-selected reading. The teacher reminds students of the following: to set a purpose for reading, visualize the story in their minds and identify details to help them understand what is happening.
- In Unit 5, Week 2, Teacher Edition, Self-Selected Reading, students select a fantasy for sustained silent reading. Students are instructed to use the Classroom Library, the Leveled Reader Library, or other books for their independent reading. The teacher encourages students to read for at least 20 minutes. The teacher reminds the students, "Set a purpose for reading. Identify causes and effects that make up the plot. Make predictions and correct or confirm them as they read." Students record the important events on a Cause and Effect chart. After reading, the teacher guides students to participate in a group discussion about the story they read. Students share their chart with a partner and explain how they could tell that the selection showed cause and effect.

### CRITERION 30 - 3R

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

10/10

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

### INDICATOR 30

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

2/2

The materials reviewed for Grade 1 meet the criteria that materials provide teachers with strategies for meeting the needs of range of learners so the content is accessible to all learners and supports

them in meeting or exceeding the grade-level standards.

Grade 1 materials provide modeling, formative assessments, language and visual supports, and background knowledge in each lesson to ensure student understanding. Materials also provide differentiated instruction to strengthen skills, provide targeted review and reteaching lessons to meet student's specific needs.

Examples include, but are not limited to:

- In Unit 2, Week 2, Day 1, Teacher Edition, Accessing Complex Texts are provided to the teacher to allow students to better comprehend unfamiliar vocabulary words. Students may be unfamiliar with the word *dassie*. The teacher explains, “that a *dassie* is a small creature that lives in rocky regions in southern Africa. *Dassies* make their homes in nooks and crannies among large rocks. They enjoy sunning themselves on the rocks, but will run for shelter when they sense danger. They are often hunted by jackals, lions, and eagles.”
- In Unit 3 Week 2, Enrichment Opportunities for Gifted and Talented Students, Beyond Level, small group lessons include suggestions for additional activities to extend learning opportunities for gifted and talented students: Synthesize - “Challenge children to think about how trees are important to people and animals. Have them use the selections they read to support their responses.” Extend - “Have children use facts they learned from the week or do additional research to find out more about trees.”
- In Unit 4, Week 4, Day 1, Whole Group, Writing Process: Revise and Edit, Teach in Small Groups (sidebar) - Recommendations to the teacher to address specific skills in a small group to students state, “You may choose to work with a small group of children who need support with the following: features of the genre, including key details; grammar skill; writing trait.” Students edit and proofread their work, and work in pairs to peer edit and use their Writer’s Checklist. The following scaffolds are provided for ELL students in each level, for example:
  - Beginning: Have children read the first sentence of their poems. Write the verbs on the board in two columns as present or past tense to create a verb word bank. For each sentence, ask: Is this sentence talking about past or present? Have children check if the verb matches the tense needed, using the word bank and your assistance as needed.
  - Intermediate: Guide children to edit their poems for verb tense by asking: Did you use present tense verbs to talk about things that are happening now? Did you use past tense verbs to talk about things that have already happened? Have children review each sentence to find the verb and check the tense.
  - Advanced/Advanced High: After children edit their poems for correct verb tense, work together to brainstorm a list of adverbs that tell when something happens.”
- In Unit 5, Week 1, Day 2, Approaching Level students read the leveled reader, *My Garden*. The teacher also follows the routine, phoneme isolation for Tier 2 students, which is, I Do, We Do, You Do. The teacher displays the photo card and emphasizes the initial sound, then children repeat. The teacher gives other words for children to find the beginning sound. It states that teachers should also refer to the *Language Transfers Handbook* for the sounds that may not be present in the child’s native language. On Level students read *My Garden*, and the teacher demonstrates phoneme blending using the I Do, We Do, You Do method of instruction. The teacher models how to blend the word *hat*. Students practice blending other words using the given photo cards. Advanced students read *The Mystery Seeds* and respond to the text questions, “Who are the main characters in the story? What does the girl do to help her seeds grow?” Advanced students also practice the fluency skill of accuracy with the leveled reader.