



Wonders - Kindergarten

McGraw-Hill Education | Kindergarten

Alignment: Overall Summary

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

SEE RATING SCALE

UNDERSTANDING GATEWAYS

ALIGNMENT | Meets ExpectationsGateway 1: **TEXT QUALITY****54****52-58** Meets Expectations**28-51** Partially Meets Expectations**0-27** Does Not Meet ExpectationsGateway 2: **BUILDING KNOWLEDGE****30****28-32** Meets Expectations**16-27** Partially Meets Expectations**0-15** Does Not Meet Expectations**USABILITY** | Meets ExpectationsGateway 3: **USABILITY****30****30-34** Meets Expectations**24-29** Partially Meets Expectations**0-23** Does Not Meet Expectations

Gateway One

Text Quality & Complexity and Alignment to Standards Components**Meets Expectations**

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

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

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

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

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

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

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

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

CRITERION 1A - 1F

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

17/20

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

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

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

INDICATOR 1A

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

4/4

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

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

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

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

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

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

INDICATOR 1B

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

4/4

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

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

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

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

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

INDICATOR 1C

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

4/4

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

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

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

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

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

INDICATOR 1D

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

214

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

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

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

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

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

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

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

INDICATOR 1E

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

1/2

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

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

Examples include the following, but are not limited to:

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

out. The colorful and detailed images help emphasize the main character's imagination and the fantasy genre.

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

INDICATOR 1F

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

2/2

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

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

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

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

CRITERION 1G - 1N

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

15/16

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

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

INDICATOR 1G

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

2/2

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

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

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

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

questions:

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

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

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

INDICATOR 1H

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

2/2

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

combination).

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

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

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

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

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

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

INDICATOR 11

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

2/2

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

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

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

has finished to ask questions.”

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

INDICATOR 1J

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

2/2

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

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

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

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

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

INDICATOR 1K

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

2/2

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

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

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

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

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

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

INDICATOR 1L

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

1/2

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

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

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

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

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

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

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

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

INDICATOR 1M

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

2/2

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

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

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

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

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

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

INDICATOR 1N

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

2/2

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

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

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

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

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

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

CRITERION 10 - 1T

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

22/22

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

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

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

INDICATOR 10

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

4/4

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

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

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

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

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

together sounds to say the whole word.

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

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

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

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

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

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

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

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

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

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

INDICATOR 1P

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

2/2

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

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

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

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

provides corrective feedback as needed.

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

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

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

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

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

INDICATOR 1Q

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

4/4

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

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

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

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

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

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

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

INDICATOR 1R

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

4/4

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

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

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

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

Examples include, but are not limited to:

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

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

Examples include, but are not limited to:

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

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

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

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

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

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

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

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

The teacher reads the final responses while tracking the print.

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

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

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

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

INDICATOR 15

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

4/4

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

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

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

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

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

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

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