

for the Kindergarten Placement Assessments: Phonological Awareness Subtests and Letter Naming Fluency. For students who score 80% correct or higher on the Phonological Awareness Subtests AND at or above the appropriate benchmark for the Letter Naming Fluency Assessment, the teacher is instructed to begin instruction with *Wonders* On Level materials. The teacher is to use Beyond Level materials for students who score high on placement assessments and easily complete On Level assignments. For students who score 60–79% correct on the Phonological Awareness Subtests AND at or above the appropriate benchmark for the Letter Naming Fluency Assessment, the teacher is instructed to begin instruction with *Wonders* Approaching Level materials. For students who score below 60% correct on the Phonological Awareness Subtests OR below the appropriate benchmark for the Letter Naming Fluency Assessment, the teacher is instructed that these students require focused, intensive instruction and that they should place students in *Wonders* Approaching Level materials and use intervention materials based on placement test results.

- In Unit 4, Week 4, Day 4, teachers are cued to utilize a running record to determine students' reading levels and strategies.

Materials support teachers with instructional adjustments to help students make progress toward mastery in foundational skills. Examples include, but are not limited to:

- In every unit, week, and day, there are Small Group Differentiated Instruction lessons for students who are placed in Approaching Level, On Level, and Beyond Level for phonemic awareness, phonics, high-frequency words, and leveled reading.
- In the Assessment Handbook, page 50, teachers are given guidance on how to use the assessment data to make adjustments in instruction for students. For example, in *Making Instructional Decisions: How to Make Instructional Decisions*, to make sound instructional decisions, "you should do the following:
 - Interpret: Look at the data you have collected from various types of assignments or over time. Draw conclusions based on what you are seeing in the data to interpret the patterns you may notice: "This means that he is comprehending beyond grade level because he is good at using context clues. He figures out what the words mean so fast that he skips over some vocabulary and doesn't learn it."
 - Decide: What can you do to meet the student's learning needs?
 - Check: As you collect ongoing information about student progress, continue to check this information against your interpretation.
 - Modify: Change your instructional decisions if they are not achieving the intended results. Compare results from different assessments:
 - Look for corroborating evidence across the different kinds of assessments; use multiple measures.
 - Different sources of information should reinforce your decisions. The types of instructional decisions you need to make include the following: • decisions about grouping (who to teach) • decisions about learning goals and objectives (what to teach) • decisions about materials, methods, and rate of instruction (how to teach)."
- In Unit 4, Week 4, Day 3, during Summative Assessment, the teacher reviews the assessments with students and students correct their errors. Then the teacher is prompted to use available data to guide decisions about providing reteaching and enrichment opportunities for additional support options for students. The teacher can use the online assessment center for the item analysis report and standards analysis report.

INDICATOR 1T

Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills.

4/4

The materials reviewed for Kindergarten meet the criteria for materials, questions, and tasks providing high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.

Instructional materials provide opportunities for the teacher to differentiate foundational skills lessons through the small group differentiated instruction for each unit, week, and lesson. Students are provided multiple opportunities throughout daily experiences to practice foundational skills and concepts learned throughout the whole group instruction and opportunities to apply learning during small group differentiated instruction. Foundational skills are differentiated with the leveled text selection for each group that include On Level, Approaching Level, Beyond Level, and ELL.

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

- In Unit 1, Week 1, Day 3, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, the teacher reteaches the high-frequency word *the*. The students participate in a phonemic awareness lesson with a phoneme where they identify which sound is the same in each group of words. Students participate in a picture sort activity where they identify the picture that begins with the sound /m/ and letter *m*. Students in the On Level group participate in a phonics lesson. For each word said that begins with /m/, the students write the letter *m* on their boards. Students in the Beyond Level participate in a vocabulary lesson for synonyms.
- In Unit 3, Week 2, Day 1, during Small Group, the teacher displays the *net* Photo Card and explains to students, "This is *net*. The first sound is /nnn/. Say it with me. Say *net*. The first sound in *net* is /nnn/. Say the sound with me." The process is repeated with the *sun* Photo Card, emphasizing /n/ in the final position.
 - We Do: The teacher says *not* and students repeat it. The teacher asks, "What is the first sound in *not*? Say the sound together. What is the last sound in *fun*?" This process is repeated with *nut*, *nose*, *fan*.
 - You Do: The teacher says *news*, *nine*, *map*, and *test*. Students tell the initial sound in each word and then they tell the final sound in *can*, *pin*, *bus*, and *rip*.
- In Unit 6, Week 3, Day 2, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, during phonics, students write the initial sounds, including blends, that they hear in words. During phonemic awareness, students name each picture in a set and then say the sound that is the same in the set. During high-frequency word review, students create sentences using the high-frequency words, write the sentences, and then practice reading the sentences with partners. For the On Level Group, students participate in phoneme blending during phonemic awareness. During high-frequency word review, students read high-frequency words both in and out of context. During phonics, students read words with blends. Students in the Beyond Level

Group participate in the Read/Spell/Write routine with the high-frequency words.

- In Unit 10, Week 2, Day 1, during Small Group Differentiated Instruction, students in each level participate in lessons that teach foundational skills that include scaffolding of the skill using I Do, We Do, You Do. In the Approaching Level Group, during phonics, students review the spelling patterns for long vowels with magic e. During high-frequency review, students read sentences with the high-frequency words: *come, does*. During phonemic awareness, students participate in syllable substitution. Students in the On Level Group, participate in a phoneme identity activity with long vowel e. Students in the Beyond Level Group participate in a phonics activity where they write words with long e.

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

- In Unit 2, Week 2, Day 1, during Writing Process, there are specific ways to differentiate the writing activity to support ELL students. For example, the materials state, "Use these scaffolds with the Analyze the Student Model."
 - Beginning: Point to and read aloud the title of the model. Use frames to help children describe the topic: *Hanna wrote about the caterpillar.*
 - Intermediate: Point to the speech bubble: *Hanna wrote a nonfiction text. Nonfiction texts have facts. Point to the title of the student model. What did Hanna write about? She wrote about the caterpillar.*
 - Advanced/Advanced High: Provide frames to help children describe the student model: *Hanna wrote a nonfiction text. The topic is the caterpillar. It tells facts about the topic."*
- In Unit 5, Week 1, Day 1, during whole group phonemic awareness instruction, students isolate the phoneme /h/ at the beginning of words. During Small Group Differentiated Instruction, for students in the Approaching Level Group, the teacher models counting and blending syllables. The teacher guides students to count and blend syllables and the students count and blend syllables independently. Students in the On Level Group participate in an activity where the teacher reviews isolating initial phonemes. The teacher guides students to isolate initial phonemes and students practice isolating initial phonemes independently.
- In Unit 9, Week 1, Day 1, during whole group high-frequency instruction, the teacher uses the Read/Spell/Write routine with the words *help* and *too*. During Small Group Differentiated Instruction, students in the Approaching Level, On Level, and Beyond Level read Leveled Readers that include these words.
 - Approaching Level reads *Let Me Help You*
 - On Level reads *How Can Jane Help?*
 - Beyond Level reads *I Used to Help, Too*

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

- In Unit 1, Week 1, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the word *the* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.
- In Unit 4, Week 2, Day 1, during Phonemic Awareness, the teacher can refer to the tab at the far right of the page called English Language Learner. When the tab is opened, the teacher is given guidance on how to support ELL students during this phonemic awareness activity to offer extra practice. For example:

- "Phonemic Awareness, Guided Practice/Practice, Encourage children to say the phoneme /d/ several times. Point to a card and ask children to name it. Help them self-correct by modeling pronunciation. Then help children identify the initial sound using a sentence frame. For example: *Deer* begins with the sound /d/."
- In Unit 6, Week 3, Day 1, during Small Group Approaching Level, the teacher displays Word-Building Cards one at a time and says the letter name and the sound it stands for. For example: "Letter *r*, /r/. Repeat for *b*, *e*, *f*, *h*, *l*, *c*, and *k* and then *bl*, *cl*, *fl*, and *sl*."
 - We Do: The teacher displays Word-Building Cards one at a time and together says the letter name and the sound that each letter stands for.
 - You Do: The teacher displays Word-Building Cards one at a time and students say the letter name and the sound that each letter stands for.
- In Unit 6, Week 3, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the words *are*, *he*, *is*, *little*, *my*, *she*, *was*, and *with* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.
- In Unit 10, Week 2, students in the Approaching Level, On Level, and Beyond Level have the opportunity to practice reading the words *come* and *does* both in and out of context on Day 1 through Day 4 during Small Group Differentiated Instruction.

Gateway Two

Building Knowledge with Texts, Vocabulary, and Tasks

Meets Expectations

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

CRITERION 2A - 2H

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

30/32

Texts are organized around genres studies focused on an essential question and topic. Sequences of questions and tasks support students as they analyze the content, language, key ideas, details, craft, and structure within and across texts. Questions and tasks throughout each unit support students and allow them to demonstrate their knowledge of a topic through integrated tasks. Limited opportunities are present for students to build key academic vocabulary knowledge. A year-long writing plan also

supports students as they work toward grade-level proficiency. Students are engaged throughout the year in research projects that allow them to delve into a topic using multiple texts and source materials.

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

INDICATOR 2A

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

4/4

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

Instructional materials provide students with the opportunity to build knowledge and vocabulary, and the ability to read complex texts throughout the school year around various topics. Each week, students are introduced to a big idea and focus on a topic that answers an essential question. Each week's topic is supported by texts that connect to the topic and enrich student's abilities to gain knowledge and vocabulary about the topic. The topic is explored throughout all texts during the week, including Literature Big Books, Paired Texts, Shared Reading, Interactive Read-Aloud, and the Small Group Leveled Readers.

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

- In Unit 1, Week 2, students answer the essential question, "How do baby animals move?" Texts read during this week include the Literature Big Books *Pouch* by David Ezra Stein and "Baby Animals on the Move" (unknown author), Shared Reading texts "We Can" and "I Can, We Can," which are about animals that can move, and Leveled Readers about animals moving, such as *We Hop!* by Ruth Montgomery and *We Can Move* by Carolyn Lee.
- In Unit 2, students learn about what they can find out when they use tools. Topics include: Week 1 - Tools We Use, Week 2 - Shapes All Around Us, and Week 3 - Bugs. In Week 1, students learn about tools and answer the essential question, "How do tools help us to explore?" Some examples of the texts connected to the weekly topic include the Literature Book *The Handiest Things in the World* by Andrew Clements and the Paired Text "Discover with Tools" (unknown author). Students also read the Interactive Read-Aloud "Tanimoto," which is a Japanese tale about a character who uses tools to overcome obstacles and the Shared Reading texts, "Pam Can See" and "We Can See" (unknown authors), which are about tools that help people see.
- In Unit 3, Week 1, students learn about the importance of rules and answer the essential question, "What rules do we follow in

- different places?" Examples of texts connected to the weekly topic include the Literature Big Book *How Do Dinosaurs Go to School?* by Jane Yolen and the Paired Text, "Be Safe!" Students also hear the Interactive Read-Aloud "The Boy Who Cried Wolf" and read the Shared Reading texts "Can I Pat It?" and "Tim Can Tip It" (unknown author).
- In Unit 4, students learn about their neighborhood. In Week 1, students answer the essential question, "What do people use to do their jobs?" In Week 2, students answer the question, "Who are your neighbors?" and in Week 3, students answer the question, "How can people help to make your community better?" Texts that students read to build knowledge include the Literature Big Books, *Roadwork* by Sally Sutton and "A Community Garden" (unknown author). Texts used in small group reading that are organized around this topic include *We Clean!* by Ellen Danlholt, *Can You Fix It?* by Quinn Baker, and *Helping Mom* by Terry Miller Shannon.
 - In Unit 5, Week 3, students learn about things that grow on a farm. Texts that help build knowledge around this topic include *An Orange in January* by Dianna Hutts Aston and "Farmers Market" (unknown author). Students also listen to the Interactive Read-Aloud "Farms Around the World" (unknown author). Leveled Readers for small group instruction include *The Farmer* by Carolyn Lee, *Let's Make a Salad* by Franke Hartley, and *Farm Fresh Finn* by Kathy Pargang.
 - In Unit 6, students learn about weather and spend the first week reading about the four seasons, the second week about the weather, and the third week about stormy weather. In Week 1, students answer the essential question, "How are the seasons different?" Texts around this topic include *Mama, is it Summer Yet?* by Nikki McClure and "New Snow" (unknown author). The Interactive Read-Aloud is called "A Tour of the Seasons" (unknown author), and the Shared Reader is called "Is it Hot?" (unknown author).
 - In Unit 7, Week 3, students learn about where animals live. Students listen to the Literature Big Book, *Bear Snores On* by Karma Wilson, along with the Paired Text, "Animal Homes" (unknown author). The Shared Reading is called "A Vet in a Van" (unknown author), and the Interactive Read-Aloud for the week is the tale "Aunt Nancy" (unknown author). The Leveled Readers also teach about where animals live and are *We Want Water* by Frankie Hartley, *A New Home* by Suzanna Fallen, and *Bird's New Home* by Lori Mortensen.
 - In Unit 8, students focus on the big idea, "Where can you go that is near and far?" In Week 1, students learn about what can help them move places. In Week 2, students learn about the country, and in Week 3, students learn about what they see in the sky. In Week 3, students hear the Literature Big Book, *Bringing Down the Moon* by Jonathan Emmett, along with the Paired Text, "Day and Night Sky" (unknown author). The Shared Reading is "Up! Up! Up!" (unknown author), and the Interactive Read-Aloud is called "A View from the Moon" (unknown author).
 - In Unit 9, Week 3, students learn about how nature can be used to make new things. The Literature Big Book is *Bread Comes to Life* by George Levenson and the Paired Text is "Nature Artists" (unknown author). Students read "Look! A Home" (unknown author) for the Shared Reading and listen to "Nature's Art Fair" (unknown author) for the Interactive Read-Aloud.
 - In Unit 10, students learn about how new ideas can help people. In Week 1, students focus on what can happen when people work together and in Week 2, students focus on the ways things are alike and different. In Week 3, students focus on ways to protect the Earth. In Week 1, students learn about solving problems and answer the essential question, "What can happen when we work together?" Some of the texts around this topic include the Literature Big Book, "What's the Big Idea Molly?" by Valerie Gorgachev and the Paired Text "Working Together!" (unknown author). The Interactive Read-Aloud is "The Elves and the Shoemakers" and the Shared Reading is "Good Time for Luke!" (unknown author).

INDICATOR 2B

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

4/4

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

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

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

- In Unit 5, Week 1, Day 1, Teacher Edition, Listening Comprehension, *My Garden* by Kevin Henkes, the teacher states, "Morning glories are a kind of flower. Have a volunteer point them out on page 25. Can you make a picture in your mind of flowers shining like stars? Tell what you imagine."
- In Unit 9, Week 2, Day 2, Teacher Edition, Listening Comprehension, *Hen Hears Gossip* by Megan McDonald, the teacher begins by asking the students to reread the big book pages 12-15. Then the teacher has partners talk about what happens by asking the questions, "What does Goose tell Turkey? What does Turkey tell Hen?" Students draw what Goose and Turkey say. Did either animal hear correctly? Why do the animals say these things? The teacher guides the children to understand that each animal hears and repeats the wrong words. Students then answer the question on page 36 using the Reading/ Writing Companion.

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

- In Unit 1, Week 1, Day 1, Teacher Edition, Whole Group, Literature Big Book, Key Details, *What About Bear?* by Suzanne Bloom, the teacher asks the questions:
 - "How does Bear feel? How do you know?"
 - What new game does Fox want to play?
 - What game are the animals playing?
 - How does this game help them solve a problem?"

- In Unit 5, Week 1, Days 1-5, Teacher Edition, Whole Group, Literature Big Book, *My Garden* by Kevin Henkes, the teacher discusses how characters in realistic fiction are like real people. Students are reminded what character, setting, and events are and to look for clues and details as they read. On Day 2, the teacher models by reminding students what character, setting and events are and then uses the strategy of think-aloud to demonstrate how to process the characters, setting and events in the text. Using Reading/Writing Companion pages 12-13, students answer the questions:
 - "Who are the characters? Have children point to the characters in the art.
 - Where does the story take place? What does the girl's imaginary garden look like? Have children use clues from the text and illustrations to describe the setting.
 - What happens in the girl's make-believe garden? Have children write the characters and the setting on pages 12- 13. Ask them to draw an event that the girl imagines happening in her make-believe garden on page 13."
- In Unit 10, Week 3, Day 1, Teacher Edition, Whole Group, Listening Comprehension, Literature Big Book, *Panda Kindergarten* by Joanne Ryder, the teacher asks, "What key details did you learn from the text? What does the photograph show?" Students respond to the text using the Reading/Writing Companion. On Day 2, the text is reread and students are asked to write three key details on the graphic organizer on page 57.

INDICATOR 2C

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

4/4

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

Throughout the year, students are provided with opportunities to engage in questions and tasks that are text-based and help build knowledge across single texts and across multiple texts. Each weekly text set centers around a topic with questions and tasks that ask students to refer back to the text to find information and support answers to questions in order to complete tasks. Questions and tasks require connected knowledge and ask students to connect ideas between multiple texts. In addition, at the end of each week, students wrap up the week by making connections between multiple texts.

Students are asked sets of coherently sequenced questions and tasks that support students' analysis of knowledge and ideas. Examples include, but are not limited to:

- In Unit 1, Week 3, students learn about how senses help them learn. Throughout the week students are asked questions to help build knowledge, including, "What senses is the girl using to learn about the flower? What other sense could she use? How does a fluffy towel feel? What else feels fluffy? What are the five senses that we learned about in the book?," while listening to *Senses at the Seashore* by Shelley Ratner.

- In Unit 2, Week 1, students learn about how tools help us explore and listen to the book, *The Handiest Things in the World* by Andrew Clements. Questions to build knowledge while students listen to the book include, “The boy in the picture is holding up his hands. What is he using them to do? How do you know? What things in the picture help to stop the sunlight from going in the boys’ eyes? What is another type of tool that can help to stop sunlight from going into our eyes? What does a girl do to make her hair tidy? What tools is the girl using to make music?”
- In Unit 4, Week 3, students learn about how people in a community can make it better and listen to the book *Roadwork* by Sally Sutton. Students are asked questions while listening to the book to build knowledge, including, “What are the steps for painting the lines on the road? What steps do the workers do after they plant the trees in the ground? What are some things the workers need to do before the road is ready to use?”
- In Unit 5, Week 2, students learn about how living things change as they grow and listen to the text *A Grand Old Tree* by Mary Newell Depalma. Students are asked, “Where does the bird take the seed?” and are given sentence starters, such as, “An important fact is...” and “The most important part is...”.
- In Unit 7, Week 1, students learn about animals and listen to the text, *ZooBorns!* by Andrew Bleiman and Chris Eastland. Students are asked questions to build knowledge such as, “How is the baby gorilla the same as the baby orangutan? How is it different? How is the wombat like the fennec fox? How will the baby beluga be like its parents?”
- In Unit 9, Week 3, students learn about how things in nature can be used to make new things. Students listen to the text *Bread Comes to Life* by George Levenson and are asked, “What happens after the seeds grow? What ingredients does the baker use to make the dough? What is the last step to make the bread?”

Students are also asked to make connections between texts in order to build knowledge. Some examples include:

- In Unit 1, Week 2, students listen to *Pouch* by David Ezra Stein and the poem “The Little Bird” (no author). In their Reading/Writing companion, students compare how the little bird moves with the way Joey moves in *Pouch*. Students are provided with the sentence frames “The little bird can _____. Joey can_____.”
- In Unit 3, Week 3, students make connections about different texts including, “Field Trips” (unknown author) and *Please Take me for a Walk* by Susan Gal. Students talk with a partner to compare the selections by answering the question, “What kind of neighborhood workers were in both selections?” For the final project of the week, students work with a partner to compare *Please Take me for a Walk* and “A Neighborhood” (unknown author). They discuss how the texts are alike and different and how they help to answer the essential question.
- In Unit 5, Week 2, students learn about how living things change as they grow. They integrate knowledge across texts throughout the week. On Day 3, students work with a partner to integrate ideas between “The Pine Tree” (unknown author) and *A Grand Old Tree* by Mary Newell DePalma. Students discuss the ways both stories describe the life of a tree. They focus on how the stories are different and how they are alike. For the final task of the week, students compare *A Grand Old Tree* to “From a Seed to a Tree” (unknown author). Students discuss how the texts are alike and different and how they help answer the essential question.
- In Unit 9, Week 1, students listen to *Peter’s Chair* by Ezra Jack Keats and the poem “My Grandma Says” (unknown author). Students compare the child in the poem to Peter in *Peter’s Chair* in their Reading/Writing companion.

INDICATOR 2D

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

4/4

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

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

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

- In Unit 1, the Essential Question states, "How can your senses help you learn?" Students complete research about one of the five senses and are asked to present their research.
- In Unit 2, Week 1, Research and Inquiry, students discuss other tools that help scientists explore and then choose one to learn about. Students then write a question about how scientists use this tool. In Step 3, students are encouraged to look at books or use the Internet. Then they draw a picture about what they have learned and decide how they will present their work.
- In Unit 3, Week 3, Day 5, Reading Writing Companion, Integrate Ideas: Research and Inquiry, the Essential Question for the week is, "What places do you go during the week?" Using pages 82-83 of the Reading/Writing Companion, students research places in their school. The teacher models completing the pages by going through the research process.
 - Step 1: Choose a topic: "The project is to research one place in school that I want to learn about. First I need to choose a place. I like the cafeteria, I will choose that."
 - Step 2: Write your Question: "I need to decide what I want to find out about the cafeteria. I would like to know how much food it takes to feed the entire school."
 - Step 3: Find Information: "To find the answer to my question, I need to do research. I can do research by visiting the cafeteria and talking to the people who make our lunch."
 - Step 4: "Now that I know how much food it takes to feed the school, I can draw a picture that shows how all of the food in the cafeteria is stored and how much is used each day."
 - Step 5: "I am going to make a map of the cafeteria. I will show the kitchen on my map. I will also show where they store the food and how much is used."
- In Unit 6, Week 2, Research and Inquiry, students discuss different kinds of weather and then choose one that they would like to learn about. Students then write a question about this kind of weather. In Step 3, students are encouraged to look at books or use the Internet. Then they draw a picture and write about what they have learned and decide how they will present their work.

INDICATOR 2E

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

2/4

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

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

Examples include, but are not limited to:

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

their word study notebooks using the words.”

- In Unit 1, Week 3, Literature Big Book, *Senses at the Seashore* by Shelley Rotner, Academic Vocabulary: *senses*, the materials ask students to, “Reread pages 12–13. The author tells the story by using words and photos that tell about what the children experience at the seashore using their senses. In the photograph on page 12, what do you see the fishermen using to catch the fresh fish? (a net)” In Independent Writing, using the story, “Sam Can See”, “Describe how Sam is using his other senses. What might he feel, smell, and hear? Have children read their drafts to see if they responded to the prompt.” In Speaking, children discuss what they have learned this week about how they use their senses to learn. Students use page 142 of their Reading/Writing Companion and discuss with a partner how they can use their senses to learn about the flowers in the picture.
- In Unit 3, Week 1, Academic Vocabulary, Day 1, students connect the vocabulary to the concept by introducing the word *fiction* through the learning of the genre. The teacher discusses the word with the students, “Tell children that *How Do Dinosaurs Go to School?* is fiction. How do we know a story is fiction? (made-up, has characters and events) Fiction also has a setting. Setting is where the story takes place.” Students then review the fiction anchor chart. While listening to the Literature Big Book, *How Do Dinosaurs Go to School?* the teacher thinks aloud, “I know that fiction is a made-up story that has characters and events. The character is the dinosaur. The event is the dinosaur racing up the stairs. Dinosaurs do not exist in real life. These details tell me the story is fiction.” Continuing further into the text, the teacher asks the students how they know that the text they are reading is fiction. On Day 2, the Literature Big Book is used for the teacher to remind students that this text is fiction and the fiction anchor chart is reviewed. The other texts contained within the week do not feature the academic vocabulary introduced in the first two days.
- In Unit 8, Week 2, Day 1, Teacher Edition, Talk About It, students are presented oral vocabulary words, *country* and *travel*. Students use the Define, Ask, Example routine to build a deeper understanding of the vocabulary. Using the Reading Writing Companion, pages 30-31, students are asked, “Why is this statue important to our country? Explain that the statue stands for freedom, and the United States was built on the idea that it is important to protect people’s freedom.” Students write a fact they know about our country. On Day 2, the Define/Example/Ask routine is used again to review the oral vocabulary words *country* and *travel*. Students are prompted to use the words in sentences. On Day 3, students are reminded that they learned the words *country* and *travel*. The teacher asks, “What is a country? What does travel mean?” The Define/ Example/Ask routine is used to introduce three additional vocabulary words *careful*, *purpose*, and *connect*. On Day 4, the teacher uses the Define/Example/Ask routine on Visual Vocabulary Cards to review the oral vocabulary words *country*, *travel*, *careful*, *purpose*, and *connect*. Students use the words in sentences.
- In Unit 9, Week 1, Day 2, the teacher uses the read-aloud text *Peter’s Chair* to model how to use prefixes to understand the meaning of a word. The teacher uses the following Think Aloud, “The word *painted* is in the sentence: ‘That’s my cradle,’ he thought and they painted it pink. Using sentence clues we can tell that the cradle used to be a different color. If we add the letters *re* to the beginning of the word, it makes a new word, *repainted*. The word part *re* means again so repainted means painted again.”

INDICATOR 2F

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

The materials reviewed for Kindergarten meet the criteria that materials contain a year-long, cohesive plan of writing instruction and tasks which support students in building and communicating substantive understanding of topics and texts.

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

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

- In Unit 1, Reading Writing Companion, Research and Inquiry, students discuss how to be a good friend and write about what a good friend might do. Students talk with classmates and ask them to answer the same question. Students then draw what they learned.
- In Unit 2, Week 3, Day 2, Shared Writing, teachers use a sentence frame to support students. For example, "Some words are different because _____. The author wants to make the words look like _____." The teacher provides the sentence frame "On pages _____, the words _____." to guide the students in citing text evidence.
- In Unit 4, Reading Writing Companion, students respond to the text *Whose Shoes?* by Stephen Swinburne, by discussing an important fact they learned and an interesting part of the text. They draw a "worker who wears special clothes" and then write a sentence about the clothes they wear.
- In Unit 6, Reading Writing Companion, students discuss ideas and characters for a realistic fiction story. They draw a story idea and write the name of the character. Students write about an event, using an exemplar of a draft of a realistic fiction story to help write their story. Sequence is shown to the students so that they can incorporate it into their realistic fiction. At the end of this task, students share and evaluate by presenting their work to a partner and taking turns. Students use a Writing and Grammar checklist of yes/no to answer statements such as, "I wrote a realistic fiction story" or "I wrote about a character who acts like a real person." Students self-evaluate their work by writing what they did well in their writing and what they need to work on.

Writing instruction supports students' growth in writing skills over the course of the school year.

Examples include, but are not limited to:

- In Unit 2, Week 1, Day 2, Shared Writing, the teacher introduces the prompt and leads the students to review the text for evidence. The prompt is, "Why does the author call this book *The Handiest Things in the World?*?" The teacher instructs the students to use words from the prompt to create the first sentence. "The handiest things in the world are our hands." Then the teacher provides action words as students form sentences.
- In Unit 6, Week 1, Shared Writing, *Mama, Is It Summer Yet?* by Nikki McClure, the students and the teacher work together to write a response to a prompt. "Look at pages 28–31 of *Mama, Is It Summer Yet?* Do you think the author did a good job showing

what season it is? Why or why not?" During Days 3, 4, and 5 students write to the prompt, "Did the author do a good job at showing what fall and winter are like?" for Independent Writing on the text, *Is It Hot?*

- In Unit 9, Week 1 Day 1, Shared Writing, the teacher instructs students on answering the prompt, "Write a journal entry from Peter's point of view telling how he feels about his baby sister, Susie." The teacher says, "To respond to this prompt, we need to tell about Peter's feelings as if he were writing the journal entry. We need to look for clues that help us understand how Peter feels in the story *Peter's Chair*." The teacher uses shared writing to compose the first sentence with the class. Then the teacher provides sentence frames for students that make connections between texts and self.
- In Unit 10, Week 2, Day 1, Shared Writing, after students read *All Kinds of Families* by Mary Ann Hoberman, they respond together to the prompt, "What types of families did the author write about?" On Day 2, students find text evidence on pages 34-35 of the Reading Writing Companion. After students reread the story, they write the key details from pages 34 and 35 of the text.

INDICATOR 2G

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

4/4

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

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

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

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

need further information.

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

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

Examples include, but are not limited to:

- In Unit 1, Week 1, students learn about friendship. Students are guided through a five-step process for research. Step 1 is to choose a topic. The teacher models an example of this, "The project is to learn about how to be a good friend. I like to share with my new friends, so my topic to research will be sharing." In Steps 2 through 5, the teacher continues with modelling by writing a research question, finding information, drawing and/or writing what they learned, and then choosing a way to present the work. Students begin the project by talking with a partner about what good friends do before coming up with a research question.
- In Unit 2, Week 1, students develop a plan that helps scientists explore the world. Students use pages 30-31 of the Reading/Writing Companion to talk about tools that scientists explore and then choose one to research. Students go through the five-step research process. For Step 5, students select a way to create their final project. They can choose between drawing and labeling a picture, creating a poster, making a model, and/or putting on a dramatic presentation.
- In Unit 3, Week 1, students research rules they follow for safety either at home or school. Students complete their research either in books or the internet.
- In Unit 4, Week 2, students learn about what neighbors do throughout the week-long unit. Students research to learn more about what neighbors do. The teacher models the five-step process of research before students complete each step. For Step 3, the teacher models by saying, "To find the answer to my question, I need to do some research. I can do research by interviewing my classmates and recording their answers." Students then apply these skills themselves.
- In Unit 7, Week 3, students conduct research to learn more about animal habitats. The teacher models using polar bears and the Arctic and models his/her thinking before students begin. For example, the teacher says, "I need to decide what I want to find out. My question will be: What makes the Arctic a good home for polar bears?"
- In Unit 8, Week 2, students learn about America. Starting on Day 4, students research to learn more about Americans who helped our country. The teacher continues to model the five-step process and then students apply the research skills in their Reading/Writing Companion.
- In Unit 9, Week 2, students learn how to be a good citizen and research ways to be a good citizen. Students use some of the texts from the week such as *Hen Hears Gossip* by Megan McDonald and *We can Play* (no author) to complete their research.

INDICATOR 2H

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

4/4

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

Kindergarten materials provide opportunities for students to read independently in and out of class. The materials include routines for choosing a book, how to build classroom and school libraries, independent reading journals, teacher and student conferences, as well as rubrics. Many opportunities for independent reading and books for students to read independently are included within the reading class time. Materials include a School-to-Home letter each week that provides information for parents to have their children read.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, pages 109-127, teachers are provided with support on how to foster independent reading routines in the classroom. This section of the handbook gives routines for how to choose a book, how to build a classroom library, independent reading journals as well as teacher and student conferences. On page 112, a teacher-student conference is routine is presented.
 - "Make a positive observation about the student's reading or book choice. Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.
 - Talk about how the reading is going. Why did you choose this particular book or genre? Why did you abandon this book? How is your current book going? Are you using Thinking Codes and are they helping? What strategies are you using and what ones do you need help with? How are you solving problems as you read? Who is your favorite character and why? What is your favorite part so far and why?
 - Ask the student to read aloud for a minute or two. This will help you assess their accuracy, fluency, and comprehension.
 - Highlight a student strength. I really like the way you used context clues to figure out what that word means. And adding that word to your writer's notebook is a good idea.
 - Suggest a specific goal the student can work on. When you have an opinion, make sure to find text evidence to support it.
 - Record notes from your conference. Conference forms to use with the students are provided on pages 121-122."
- In the Instructional Routine Handbook, page 111, a six-step procedure is given to the teacher to guide students through the independent reading process. The handbook states on page 110, that a Kindergarten student should be reading for 10-15 minutes independently each day.

1. "Select a book that interests you. Check the book to make sure it's the one you want to read. See the Five-Finger Rule on page 120 as one way to help students check how difficult a book is. See the Additional Strategies on pages 113–119 for more ways to help students choose a book.
2. Read the book each day during Independent Reading time. Use the skills and strategies you've been working on.
3. Think about what you're reading. You can use Thinking Codes to record your thoughts or write about them in your writer's notebook.
4. Record what you've read at the end of each Independent Reading session. Keep track on your

Reading Log. There are many suggestions for keeping students accountable for their independent reading in the Additional Strategies section. Using a Reading Log is just one way.

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

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

- In the Instructional Routine Handbook, a Reading Log is provided. The log asks students to document the date they read a book, title, genre, their opinion of the book using three faces (smile, straight, sad faces), and how hard the text was to read on a scale of C: Complex, E: Easy to me or JR: Just Right. The final column asks students to put a check mark if they are still reading, an A if they abandoned the text, or an F if they finished.
- The curriculum includes a Running Records/Benchmark Books that enables the teacher to track students' reading level throughout the school year. It suggests that a running record should be completed every four weeks. It also states that teachers should set aside time to conduct one running record per day as an ongoing assessment.
- On the ConnectED Student Edition, there is a section labeled School-to-Home Link. Within this section, there are family letters for each week that support students' comprehension and vocabulary with different activities. For example, the comprehension section states, "Ask your child to tell you some details of the selection and how these details can help in understanding the main idea. Then, have your child match the mother to her baby animal." Also on this site, students have access to the leveled readers that they could read or have read to them. These range in level from BR-110L-190L.
- The School-to-Home Connection is a letter sent home with students each week. For example:
 - In Unit 4, Week 4, Resources: School-to-Home, Family Letter "Comprehension: Text Structure: Sequence. Read a short story to your child. Then ask your child to order the story's pictures by writing first, next, or last under the pictures. Invite your child to retell the story."
- In Unit 5, Week 1, under the resources tab, students use a My Learning Goal worksheet in which they check off whether or not they met the goal of rereading to better understand the story and identify the characters, setting, and events in a story.

Gateway Three Usability

Meets Expectations

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

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

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

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

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

CRITERION 3A - 3E

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

7/8

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

INDICATOR 3A

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

2/2

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

Kindergarten materials are designed to immerse students in all areas of the standards and provide explicit lesson structure with embedded teacher direction, as well as recommendations for supporting all learners. There are 10 units in Kindergarten, and each unit contains a Unit Overview which supports teachers as they plan for instruction. Each unit instructs the teacher throughout each lesson on its implementation before, during and after the readings and activities, as well as recommendations for scaffolded support. At the beginning of each unit there is a Unit Introduction followed by a weekly overview that maps out the daily content being covered. Pacing for each lesson is appropriately allocated.

Examples include, but are not limited to:

- The materials contain daily opportunities for whole group and small group instruction. The materials for each week contain a daily routine consisting of a Unit Opener which discusses the Big Idea for the Unit. A social-emotional skill is taught on Day 1; then the essential question is introduced. Small group learning takes place daily and includes a focus on skills within the leveled reader along with phonics instruction, phonemic awareness, and high-frequency words. The materials contain a weekly planner which outlines the various skills for the week. Each day is clearly listed and contains lesson plans with directions and materials needed for the lesson within a Lesson Resource box. Routines are listed within the Instructional Routines Handbook and contain an explanation and recommendations for carrying out research-based practices.
- In Unit 1, Week 1, there is a lesson on naming words. The phases of the lesson are:
 - Modeling: Explain that a noun is a naming word. The teacher says, "A noun names a person, place or thing" and then shows photo cards for *farm*, *girl* and *table*. The teacher adds, "Read the word *farm* aloud, say that *farm* names a place."
 - Guided practice: The teacher shows photo cards of *boy* and *house*. The teacher and students work together to identify the photo cards.
 - Independent practice: Students draw and label pictures of things they share at school that are naming words.
 - Collaborative practice: Teacher has student partners work together to discuss people, places and things they see during the day.
- In Unit 1, Week 1, the high-frequency word *the* is introduced.
 - Model: Teacher uses the read, spell, write routine.
 - Read: "Point to the word *the* and say *the*. This is the word *the*; say it with me. *The bear is my friend.*"
 - Spell: "The word is spelled t-h-e. Spell it with me."
 - Write: "Let's write the word in the air, as we say *the*." Partners create simple phrases using the word *the*.
 - Guided Practice/Practice: The teacher writes the following phrases: *the berries*, *the water* and has children point to the word *the*. The teacher gives corrective feedback as necessary.
- In Unit 6, Week 1, Weather for All Seasons and the Big Idea, "How do weather and seasons affect us?", the Week 1 topic is the four seasons and the Essential Question is, "How are the seasons different?" A three-week unit overview is provided. A unit introduction is provided for students to develop an understanding of the content they will be learning. On T294, a Making

Learning Visible page is provided where the texts students read are visible at a glance. There are subsections listed for Active Engagement and Student Outcomes that show what students will be learning in each area of focus. For example, Foundational Skills-Phonological/Phonemic Awareness lists the following skills students will be learning, “Segment and blend onset and rime in spoken words, recognize spoken alliteration in groups of words and identify, blend sounds in words and segment words into individual sounds.” A suggested lesson plan is provided for a five-day span and includes small group instruction, Beyond Level, English language learners, as well as social-emotional learning. Within each lesson an objective is stated, academic language is listed, and digital tools are provided. Teacher modeling is evident throughout each lesson. On Day 1 of each unit students listen to the Literature Big Book, then they move into word work, Language Arts, shared writing and independent writing. On Day 2, students build the concept, participate in a Shared Read and Shared Writing. On Day 3, students again build on the topic, read the interactive read-aloud, engage in word work, a Shared Read and an independent writing. On Day 4, the concept is extended, students listen to another Literature Big Book, complete word work, continue their independent writing, and start the Research and Inquiry task. On Day 5, the lesson starts with word work, Independent Writing, and Integrate Ideas with text connections. A weekly wrap-up is provided that reviews the essential question. Differentiated Instruction is provided for students approaching level, on grade level, and beyond grade level.

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

- In Unit 2, Week 1, Day 2,
 - Build the Concept/Oral language: 10 minutes
 - Listening Comprehension/Literature Big Book: 10 minutes
 - Listening Comprehension/Literature Big Book/Reread: 10 minutes
 - Word Work/Phonemic Awareness: 5 minutes
 - Word Work/Phonics: 5 minutes
 - Word Work/High-Frequency Words: 5 minutes
 - Shared Read: 10 minutes
 - Language Arts/Shared Writing: 15 minutes
 - Grammar: 5 minutes
- In Unit 9, Week 1, Day 1,
 - Introduce the Concept: Talk About It: 10 minutes
 - Listening Comprehension: Literature Big Book: 20 minutes
 - Word Work: Phonemic Awareness: 5 minutes
 - Phonics: 10 minutes
 - Work Work: Handwriting: 10 minutes
 - High-Frequency Words: 5 minutes
 - Language Arts: Shared Writing: 15 minutes
 - Grammar: 10 minutes within 85 minutes of literacy instruction.

INDICATOR 3B

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

2/2

The materials reviewed for Kindergarten meet the criteria that the teacher and student can reasonably complete the content within a regular school year, and the pacing allows for maximum student understanding.

Kindergarten materials include 10 Units. Units range from three to five weeks to complete, with days of instruction ranging from 15-20 days, for a total of 180 instructional days. Review, Extend, and Assess are also included in these instructional days.

The suggested amount of time and expectations for teachers and students to complete the materials are viable for one school year as written and would not require significant modifications. Examples include, but are not limited to:

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

INDICATOR 3C

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

2/2

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

Kindergarten materials offer students opportunities to demonstrate thinking and learning through a variety of tasks such as reading texts, drawing and writing responses, finding text evidence, completing Beginning, Middle, and End diagrams, and the Research and Inquiry process. Students are able to demonstrate knowledge of content through writing, speaking and drawing. The student materials for each unit are clearly labeled and provide clear directions for each activity.

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

- In Unit 3, Week 1, Reading/Writing Companion, page 12, the definition of a key detail is listed at the top of the page. “Key details tell important information that helps you understand the story.” Students then listen to a part of the story, *How do Dinosaurs Go to School?*, talk about the key details in the story, and write two key details.
- In Unit 4, Week 3, Literature Big Book, *Road Work* by Sally Sutton, Anchor Chart, the materials state, “Display and review the nonfiction anchor chart. Ask children what new information can be added to the chart.” Concepts of Print: The teacher displays the Big Book cover and is asked to “Say the author’s and illustrator’s names and have children repeat. Have them tell the role of each person. Then model reading from left to right with return sweep.”
- In Unit 8, Week 3, Reading/Writing Companion, page 56, the text states, “most stories have a problem and a solution, the problem is what the character wants to do or fix, the way the character solves the problem is the solution.” Students listen to the story. After they listen to the story, they write about Mole’s problem, steps to the solution, and the solution.

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

- In Unit 2, Week 1, students complete the practice page, Comprehension-Key details. The directions are as follows: “Let’s read about different kinds of tools people use. When we are done I want you to point to each tool and tell me a detail about how it is used. Then we can act out how each tool is used.”
- Unit 3, Week 1, Reading/Writing Companion, page 8, the essential question is presented, “What rules do we follow in different places?” A picture of children playing soccer is on the page. Students are asked to talk with a partner about the game these children are playing, draw themselves playing the game and write a rule about the game,

INDICATOR 3D

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

1/2

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

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

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

- In Unit 0, Week 1, the teacher models how to identify uppercase and lowercase Aa. Students listen to *Animals in the Park* and match letter word building cards to the letter in the big book. The standard alignment states, RF.K.1d, "recognize all lowercase and uppercase letters of the alphabet."
- In Unit 1, Week 3, Day 2, the lesson objectives are stated on the top left of the Teacher Edition. The following objective is stated, "Blend and segment onsets and rimes of single-syllable spoken words. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent." The Common Core State Standards were not listed next to the lesson objectives.
- In Unit 3, Week 2, Day 3;
 - Build the Concept/Oral Language: L.K.5c
 - Listening Comprehension, Interactive Read Aloud: RL.K.5; RL.K.9
 - Work Work/Phonemic Awareness: RF.K.2d; RF.K.3a
 - Work Work/Phonics: RF.K.2d; RF.K.3a
 - Work Work/Phonics Picture Sort: RF.K.3a, RF.K.3c
 - Word Work/High Frequency Words: RF.K.3a, RF.K.3c
 - Shared Read: RF.K.1a, RF.K.1c, RF.K.4
 - Language Arts/Independent Writing: W.K.2, L.K.2a, L.K.2b
 - Language Arts/Grammar: W.K.2, L.K.2a, L.K.2b
- Each day also contains the standards relating to the material in a drop-down menu on the right hand side of the lesson titled, "STANDARDS."

INDICATOR 3E

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

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

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

The materials include, but are not limited to:

- Information on each page of the Reading/Writing Companion is clear and consistent.
- Enough space is provided for students to draw and write responses effectively.
- Student pages are labeled clearly allowing students to easily follow a teacher's direction.
- The fonts and margins are reasonable.
- Anchor charts describing procedures and protocols are clear and easily understandable for students to refer back to throughout

the year.

- Units are comprised of materials that display a simple blue design and include adequate space. The font, size, margins, and spacing are consistent and readable.

CRITERION 3F - 3J

Materials support teacher learning and understanding of the Standards.

6/8

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

INDICATOR 3F

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

1/2

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

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

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

- A model for an anchor chart is provided for teacher's use in the classroom.
- An explicit systematic instruction chart is also provided that guides teachers through the word work process. The Teacher Edition states to do a "daily review to review prior sound-spellings to build fluency. After each day's lessons, check that children are on track and ready to move forward. Follow up with: Differentiated Instruction to strengthen skills, provide targeted review and reteaching lessons to meet children's specific needs."
- Next steps are also shown that help guide the teacher in making informed decisions.
- Kindergarten, Resources Tab, Professional Development link, Overview: Filter Instructional Routines and Assessment: *Managing Small Groups: A How to Guide and Instructional Routines Handbook*, provides information to teachers about how to structure lessons in a differentiated classroom.
- In Unit 0, Week 2, Literature Big Book, Concepts of Print, the materials state, "Display the ABC Big Book cover. Say: I hold the book right-side up so we can read the title. Track the print and read aloud the title and the author/illustrator. Then invite a volunteer to come up and demonstrate holding the book right-side up. Remind children that the title page shows the name of the book and the names of the author and illustrator. Then have children identify the front cover, the back cover, and the title page of a book." The Teacher Edition further guides the teacher that if students are needing additional practice with concepts of print, have them use Practice Book page 15.
- In Unit 5, Week 2, the materials explain the reread strategy. "Remind children that if they don't understand a fact or idea while they are reading, they can go back and reread the text. Explain that rereading can help them understand what they read."
- In Unit 7, Week 3, the Checks for Success are presented on T221, "Can children identify characteristics of fantasy? Can children identify cause and effect?"

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

- The Digital Quick Start Guide provides assistance on how to get started using the digital tools provided by *Wonders*.
- Unit 7, Week 2, Research and Inquiry, suggests the use of technology to make a video for a presentation of the research idea, but does not give any other information to support the use of technology to enhance student learning. The Reading/Writing Companion, Research and Inquiry Step 3, states "Look at books or use the internet," and contains a reference to the use of technology but does not provide further guidance or support for the technology. Games and activities are provided on the Student Edition site, but no link from the Teacher Edition is provided.

INDICATOR 3G

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

2/2

The materials reviewed for Kindergarten meet the criteria that materials contain a Teacher Edition

that contains full, adult-level explanations and examples of the more advanced literacy concepts so that teachers can improve their own knowledge of the subject, as necessary.

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

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

- Kindergarten, Resources Tab, Professional Development link, tab: Author & Coach Videos, Filters provided: Foundational Skills, Close Reading, Access to Complex Text:
 - Under the filtered options for Foundational Skills are videos such as "Long Vowel Awareness." Through a coaching video, teachers learn how to show students the difference between long and short vowels.
 - Under the filtered options for writing are videos such as: "Writing Across Text Types and Genres with Dr. Doug Fisher."
- In the User Guide, beginning on page 6, teachers are provided information on an instructional approach used within the program, Balanced Literacy Classroom: What Does It Look and Sound Like? This information also includes 21st Century College- and Career-Ready Inspired Shifts in Balanced Literacy.
- In the User Guide, on page 16, teachers are provided with guidance on Guided Reading Instruction. This information informs teachers as to what guided reading looks like and what happens before, during and after reading.
- In the User Guide, on page 26, close reading information is provided. Information detailing the importance of identifying a purpose for reading, determining the author's purpose, and schema and considerations for developing a close reading program is provided.
- In the User Guide, on page 37, the concept of rereading is explained, "When one's schema on a topic has significant gaps, the reader must devote cognitive resources to constructing a mental model on which to attach this new information (Kintsch & van Dijk, 1978)." "A chief way you accomplish this is by rereading. You slow down your pace, review a previous passage, and look back to the text in order to find information."
- In the Instructional Routines Handbook, beginning on page 19, several routines, such as collaborative conversations, are explained and established.

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

- The Resource Library tab, Professional Development, provides resources in each unit that explain more advanced concepts. It

shows demonstration videos about how to introduce vocabulary and small group instruction.

- Videos are available to all teachers who have access to online materials under the professional development tab. The videos are short and easily viewed, although the videos do not appear to have a closed captioned version.

INDICATOR 3H

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

1/2

The materials reviewed for Kindergarten partially meet the criteria that materials contain a Teacher Edition that explains the role of the specific ELA/literacy standards in the context of the overall curriculum.

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

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

- In the Instructional Routines Handbook, page 7, the *Wonders* curriculum is "built around the new standards." References to the standards are located in the *Wonders* CCSS Correlation pdf and also within the Weekly Standards tab located under the Plan tab online in the Teacher Edition.
- The *Wonders* CCSS Correlation pdf contains each grade level, the CCSS code, the CCSS, and the *Wonders* Page References, which provides the location of where the standard can be found within the curriculum. (Example: Kindergarten, RL.K.1 "With prompting and support, ask and answer questions about key details in a text." Teacher Edition: Unit 1: T22-T26, T38-T39, T47, T119-T122, T133, T143, T251)
- In Unit 4 Week 2, L.K.1f: "Produce and expand complete sentences in shared language activities." [8 lessons] For each lesson, a Standard tab is located on the right-hand side of the page. When selected, it provides no explanation except a listing of the CCSS.

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

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

Literature Big Books and the Interactive Read-Alouds.”

INDICATOR 3I

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

2/2

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

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

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

- Instructional Routines Handbook, page 3, the I Do, We Do, You Do, Routine is shown. “I Do: This is where you explain and model to your students what it is they are learning to do. We Do: In this step, you and your students work together and share the instruction. Students get to practice while you guide and teach. You Do I Watch: After students have had the chance to practice with you, it’s time for them to practice on their own. This is where you observe and offer corrective feedback as students collaborate and practice. You Do It Alone: After modeling, showing, guiding, and allowing them to practice, it’s time for your students to work independently.”
- The Research-Based Alignment Handbook provides the key research findings that support the *Wonders* curriculum. For example, the research document states that students should be supported in the use of identifying organizational text structures to aid in close reading. The *Wonders* curriculum offers this through genre studies and the Literature and Informational Big Books.
- The User Guide, page 4, provides the research behind independent reading. “Providing students with the opportunity to choose their own books to read empowers and encourages them. It strengthens their self-confidence, rewards their interests, and promotes a positive attitude toward reading by valuing the reader and giving him or her a level of control. Readers without power to make their own choices are unmotivated.”
- The User Guide, pages 7-8, provides information on balanced literacy and the alignment of 21st century skills. “When considering increased 21st century college and career requirements,.... 7 viable approaches in response to the demands of more rigorous standards and expectations, but provide a balanced, scaffolded framework for helping students prepare for critical thinking, collaboration and becoming college- and career-ready.”
- The User Guide, page 24, provides connections between specific tasks in the curriculum and research-based best practices. “The Reading/Writing Companion asks students to search for specific text evidence in short passages they’ve already read. Collaborative Conversation prompts urge students to work with a partner, employing new strategies, using text evidence and

academic language, and comparing responses and text evidence.”

- The User Guide, “Guided Reading Instruction” by Kathy Rhea Bumgardner, M. Ed., discusses what guided reading is and how to prepare and teach guided reading. Research-based approaches, such as scaffolding are referenced. “The term ‘scaffold,’ as applied to learning situations by Wood, Bruner, and Ross (1976), refers to a framework and process by which teachers use support strategies to help students complete tasks they are unable to do independently at their current stage of learning.” References are listed at the close of this article.
- Resources Tab, Professional Development link, Filter: Research Base and Link to Whitepapers, includes documents that provide an explanation of the link between research and the program.

INDICATOR 3J

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

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

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

Examples include, but are not limited to:

- In Unit 4, Week 2, the School-to-Home Connection Letter states, “We will be reading about different cultures that make up the communities around the world. Your child is learning how to appreciate the different customs that people share.” A link to the students’ learning goals are provided and families are asked to check the ones the student completes. Words to Know includes high-frequency words the students are working on, along with phonics and category words. The comprehension skill the students are learning about is also included with a suggestion. “Read a story about a child from a different culture. Then invite your child to draw pictures of the main character, the setting, and an important event that happened in the story.” A section called Sesame Time is included. This section includes portions titled Watch Together, Talk Together, and Breathe Together with ideas in each one. Resources are provided on the side for the students to work on their comprehension skills or their Word Workout.

CRITERION 3K - 3N

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

7/8

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

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

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

INDICATOR 3K

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

2/2

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

Kindergarten materials provide multiple assessment opportunities. There is an online assessment center that links to all Unit and Benchmark Assessments. Unit Assessments are given at the end of each unit. Screening/Placement and Diagnostic Assessments, such as Phonological and Phonemic Awareness, Letter Naming and Sight Words, and Phonics and Decoding, serve as an initial screening that can be assigned throughout the year to monitor student progress and pinpoint students' strengths and weaknesses. Checks for Success are provided throughout each unit throughout a variety of days. Progress Monitoring Assessments are used to guide instruction and may be administered every week, every two weeks, or every six weeks, depending on the test selected. In the Benchmark Assessment Handbook, students are given two benchmark assessments. The first is given after students complete Units 1-5 and the second is given after students complete Units 6-10.

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

- Inventories of Developmental Spelling (K-6+), Assessment Handbook, "Part 1 Assessment Options", page 21. This assessment

can be administered any time of the year. "Students' skills can be classified as falling into particular developmental stages of spelling."

- Comprehension Tests (K–6), Assessment Handbook, "Part 1 Assessment Options", page 23, "Administer this test at any time of the year to provide a quick check or recheck of a student's instructional reading level."
- Unit Assessments (K–6), Assessment Handbook, "Part 1 Assessment Options", page 27, These assessments are completed after each unit of study. "Unit Assessments include literary and informational texts with questions that focus on the main skills taught in each unit of *Wonders*. Test items cover reading comprehension skills, literary elements, text features, vocabulary strategies, and English language conventions." Each unit includes a writing prompt that students use to showcase their understanding of a genre that has been previously taught. "These assessments provide information to make instructional decisions and to place students into small skill-based groups."
- Benchmark Assessments (K–6), Assessment Handbook, "Part 1 Assessment Options", page 28. These assessments are completed "at discrete points throughout the year to gauge student progress through the curriculum and readiness for state-mandated end-of-year assessments."
- Portfolio Assessments, Assessment Handbook, "Part 1 Assessment Options", page 31. Portfolios showcase a collection of the student's work. A Reflection piece is included. Two portfolio options are presented: "a developmental portfolio and a best work portfolio. There is also a Portfolio Rubric to use when evaluating students' portfolios."
- Informal Assessments, Assessment Handbook, "Part 1 Assessment Options", page 45, "In reading, you can do this in an informal way throughout instruction." Examples include teaching students to monitor their own comprehension by asking questions, retelling, and monitoring their own progress.

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

- In Unit 0, Week 1, the Assessment tab offers a Phonological and Phonemic Awareness Screener and progress monitoring for students in Kindergarten. This includes recognizing rhyming words, syllables, phoneme segmentation, and phoneme deletion.
- In Unit 2, Assessment, students are assessed on phoneme isolation, initial t and p, and key details.

INDICATOR 3L

The purpose/use of each assessment is clear:

INDICATOR 3L.I

Assessments clearly denote which standards are being emphasized.

1/2

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

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

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

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

INDICATOR 3L.II

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

2/2

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

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

Examples include, but are not limited to:

- Page vii of the *Placement and Diagnostic Assessment* indicates that Kindergarten placement decisions are provided after Phonological Awareness, Letter Naming Fluency or Listening Comprehension tests are administered. Students who score 80% or higher are instructed to begin the *Wonders On Level or Beyond Level Instruction*. Students who score a 60-79% are instructed to begin with the *Approaching Level* materials. Students who score below a 60% are instructed to start in the *Approaching Level* and use intervention materials as needed.
- After each Unit assessment in the Teacher Edition, there is a Track for Success Progress Monitoring. For example in Unit 6, Week 3, *Making the Most of Assessment Results* explains the assessed skills, how the teacher checks for success, and gives reteaching opportunities.
- Kindergarten, Teacher Edition, Assessment and Data Tab, Printable Assessments, Filter to Assessment Handbook. Assessment Handbook, page 32, *The Assessment Process Guide to Using Multiple Measures to Assess Student Progress* provides an overall graphic on how assessments could be used in a classroom.
- In Unit 4, Week 2, Whole Group, Progress Monitoring, Check for Success, Reteaching Opportunities with Intervention Online PDFs, Assessed Skills, Phonemic Awareness, Check for Success, it is asked, “Can children isolate and blend the targeted sound? If not . . . , Reteach, tested Phonemic Awareness skills using Lessons 16–17 and 27–29 in the Phonemic Awareness PDF.”

INDICATOR 3M

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

progress.

2/2

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

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

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

- In Unit 3, Week 3, Day 5, Teacher Edition, the Check for Success asks, “Can children segment words into sounds and read words with /k/? Can children read and recognize high-frequency words?” The teacher is then able to differentiate instruction based on this Check for Success. Develop pages and Reteach page numbers are given for the teacher to provide further instruction.
- In Unit 4, Week 4, the Teacher Edition gives the teacher two different choices on how to monitor student progress. The choices are to review and reteach skills and strategies from the unit or to give students the opportunity to complete the Reading/Writing Companion as an informal assessment.
- In Unit 5, Week 2, Day 5, Progress Monitoring, teachers are instructed to use Check for Success observations and some assessments listed on the chart to evaluate children’s progress in key areas. For example:
 - Informally Assessed Skill: Phonological Awareness, Onset and Rime Blending/ How Assessed: Practice Book
 - Informally Assessed Skill: Comprehension, Main Topic and Key Details/ How Assessed: Reading/Writing Companion
- Instructional Routines Handbook, Teacher-Student Conference Routine, page 119, states, “Regularly conferring with students about their Independent Reading is a great way to informally assess their progress, model social-emotional learning skills, build your classroom culture, and instill habits of learning.”
- Instructional Routines Handbook, Retelling Routine, page 98, states that, “Retelling allows you to monitor comprehension.” Model, Guide, and Discuss Retelling are the three steps within the Retelling Routine.
- Instructional Routines Handbook, Students monitor their progress, page 173, Students monitor their progress through the following ways:
 - Track Your Progress in the Reading Writing/Companion asks students to evaluate their progress on key skills that they have learned.
 - Opportunities to give feedback to students during weekly Teacher and Peer Conferences on their writing are provided.
 - Writing Rubrics, Student Models, Listening and Speaking checklists help students reflect on the quality and completeness of their work.
 - Progress bars on online games help students track their progress.

INDICATOR 3N

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

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

Kindergarten materials recommend 10-15 minutes of independent reading daily. The materials offer students a variety of texts, including anchor texts, shared texts, *Time for Kids*, suggested classroom library titles, and online titles to access. The Instructional Routines Handbook provides an ample amount of opportunities for students to show accountability for their reading, including reading routines, reading logs, response pages, journaling, and conferences. Students are provided a routine for how to self-select a book of their interest to build stamina. A Five-Finger Rule is taught about selecting books and teacher monitoring of reading, reading logs, and conferencing helps students build confidence and motivation for independent reading.

Examples include, but are not limited to:

- In Unit 3, Week 3, students self-select a fiction story and are encouraged to read for ten minutes. Students set a purpose for reading, which is to identify the characters, setting and events in the story.
- In Unit 9, Week 3, Teacher Edition, Self-Selected Reading, students select a nonfiction text with photographs for sustained silent reading and are encouraged to read for fifteen minutes. The teacher reminds students to set a purpose for reading, find out some facts as they read and reread to understand the text better. For more practice with concepts of print, they can use Practice Book page 503. Before reading, the students draw three boxes. The teacher explains that in each box they should write or draw an important fact they learned from the text. After reading, students share their boxes. The teacher has them explain how writing or drawing about some important facts helped them understand and remember the text.