

INDICATOR 3P

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

4/4

The materials reviewed for Grade 1 meet the criteria that materials regularly provide all students, including those who read, write, speak, or listen below grade level, or in a language other than English, with extensive opportunities to work with grade level text and meet or exceed grade-level standards.

Grade 1 materials provide opportunities for all students to engage with grade-level text. Sidebar supports are provided to ensure that students are supported during lessons. ELL scaffolding and support is provided throughout all the units. Lessons also provide additional instruction on new skills at the end of each unit for small group work, reteaching, and differentiated instruction.

Examples include, but are not limited to:

- In Unit 1, Week 3, Literature Big Book, *Cool Dog, School Dog* by Deborah Heiligman, ELL Spotlight on Language, Strategy: Visualize, the teacher displays pages 4 and 5 of the story and reads the text aloud. The teacher slowly repeats the phrase, “a sun dog, a run-and-run-and-run dog.” The children repeat the text. The teacher then explains “that the author uses the phrase “run-and-run-and-run” to show how much Tinka runs.” The teacher then asks: “How do you feel when you are outside in the sun? How do you feel when you run around? (happy, excited) Let’s look for details in the picture that help us make a picture of Tinka in our minds. Read the Big Book in Small Group For specific comprehension support in reading *Cool Dog, School Dog* with your ELLs.”
- In Unit 2, Week 2, Day 1, Teacher Edition, High-Frequency Words, the teacher models the meanings of the words *one* and *three* by writing the numerals 1 and 3 on the board. The teacher writes the words beneath each numeral and reads each one with the children to help them connect the word with the numeral. The teacher then erases the board and holds up the High-Frequency Word Card for *one*. The teacher tells students to read it silently and then raise the correct number of fingers to show the word. This is repeated for the remaining words.
- In Unit 3, Week 5, Day 4, ELL, Whole Group, Literature Anthology, “A Food Chart” by Author Unknown, Lexile 420L, Spotlight on Language, to support ELL students with the acquisition of language, teachers are instructed to focus on a specific word, *dairy*. Directions on page 102 state, “Point to the word *dairy*. Read it aloud and have children repeat it. Explain that dairy foods are made from milk, which comes from cows. Have children look at the chart and find the word *dairy* there.” This is followed by a turn and talk.
- In Unit 5, Week 3, Anchor Text, *Thomas Edison, Inventor* by David Adler, ELL Spotlight on Idioms, Page 206, the teacher reads the sentence with “What if....” Then the teacher explains “that this phrase means the same as ‘What would happen if....’ Ask: ‘What if you ate worms? What if you could fly?’ Children can respond: *I would _____.*”

INDICATOR 3Q

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

2/2

The materials reviewed for Grade 1 meet the criteria that materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

Grade 1 materials provide options for extensions and more advanced opportunities. The small group/differentiated instruction section provides lessons with a leveled reader appropriate for the group's needs. Checks for Success are present throughout each unit. The teacher is then given guidance on extensions for students who are On Level or Beyond Level. Beyond level differentiated instruction is provided for small group instruction. Sidebars are provided for Gifted and Talented Learners to further advance instruction.

Examples include, but are not limited to:

- In Unit 1, Week 5, Day 1, The teacher introduces multiple meaning words using the gradual release method of instruction. The vocabulary words are *physical* and *exercise*. Student partners use the words *physical* and *exercise* in a sentence and choose a different meaning for the word in each sentence. For Gifted and Talented, students develop a short commercial that tells about the ways people exercise; they use different meanings for the words *physical* and *exercise*. Students also act out their commercials for the class.
- In Unit 4, Week 4, Day 1, Small Group/Differentiated Instruction, Beyond Level, Genre Passage, *The Tomato Adventure* by Author Unknown, Differentiate and Collaborate, teachers are provided with two extension activities to build from the reading. "Ask: What do the texts inspire you to do?" Create a New Insect: Have children use their imaginations to invent a new insect. Remind them to name their insect, draw a picture of it, and write about some of its defining features. Write a Report: Research what insects are found in your region. Have children choose two or three insects and write a brief report telling facts about the insects in your area."
- In Unit 6, Week 2, Day 1, Teacher Edition, Checks for Success are provided, "Can children isolate /k/ and match Kk and ck? Can children recognize and read the high-frequency words?" Differentiated small group guidance is provided. For On Level students, the teacher is instructed to review pages T462-464. For Beyond Level students, the teacher is provided an extension activity on page T468.
- In Unit 8, Week 3, Teacher Edition, Track Success, Progress Monitoring, Enrichment Opportunities for Gifted and Talented Children, Beyond Level, small group lessons include suggestions for additional activities to extend learning opportunities for gifted and talented students using Leveled Readers, Comprehension, Vocabulary, Workstation Activities, and Leveled Reader Library Online.

INDICATOR 3R

Materials provide opportunities for teachers to use a variety of grouping strategies.

2/2

The materials reviewed for Grade 1 meet the criteria that materials provide opportunities for teachers to use a variety of grouping strategies.

Grade 1 materials provide opportunities for students to collaborate and communicate about the topic and tasks at hand. There are a wide range of whole class tasks, and there are also many opportunities for small group and partner work to help students have collaborative conversations.

Examples include, but are not limited to:

- In Unit 2, Week 1, Day 2, Language Arts, Shared Writing, the whole class participates in a writing prompt responding to the question, "Which job in *Good Job, Ben!* would you like to have? Why?"
- In Unit 4 Week 4, Whole Group, Literature Anthology, Anchor Text, *Hi! Fly Guy* by Tedd Arnold. Teachers are able to group students according to their reading levels for reading groups. Differentiated Reading, Approaching Level: Students listen to the summary in English before reading. They use the Reread prompts during Small Group time. On Level and Beyond Level: Partners complete the Reread prompts on Reading/ Writing Companion pages 120-122. English Language Learners: Before reading, beginning and early-intermediate ELLs will listen to a summary of the selection. Students meet in their groups for small group instruction.
- In Unit 5, Week 4, Day 3, students work with a partner to orally complete each sentence stem on the Day 3, Vocabulary Practice Activity using this week's and last week's vocabulary words. "Have children complete Practice Book page 396."

CRITERION 3S - 3V

Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.

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

INDICATOR 3S

Digital materials (either included as supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple Internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.), "platform neutral" (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

The materials reviewed for Grade 1 meet the criteria that digital materials (either included as

supplementary to a textbook or as part of a digital curriculum) are web-based, compatible with multiple internet browsers (eg. Internet Explorer, Firefox, Google Chrome, etc.), “platform-neutral” (ie., Windows and Apple and are not proprietary to any single platform), follow universal programming style, and allow the use of tablets and mobile devices.

Grade 1 materials are web-based, compatible with multiple browsers and are platform-neutral. The digital materials function without incident on Microsoft Edge, Firefox, Google Chrome, Internet Explorer, and Safari. Apple products and Window products can access the digital materials. Mobile devices are also able to open and access the functionality of the digital materials. Games were not accessible on mobile devices.

Examples include, but are not limited to:

- In the Instructional Routines Handbook, page 14, “there are digital tools that can enhance and support student learning as well. Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text.”
- In the Instructional Routines Handbook, page 103, there is a picture of a student using an iPad. The materials mention that students can record Super Summaries digitally.

INDICATOR 3T

Materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials reviewed for Grade 1 meet the criteria that materials support effective use of technology to enhance student learning, drawing attention to evidence and texts as appropriate.

The materials contain digital documents of the Teacher Editions, Reading/Writing Companion, Readers, Vocabulary Image Cards, and Games. The Resource Library includes projectable classroom materials for use during lessons. Also included in the digital section are Fluency Packets and multimedia support for each unit. The Teacher Edition includes references of when digital tools are available and how they can be used within a lesson. The materials for each lesson are Smartboard-compatible and the links for the digital version of the students’ Reading/Writing Companion can be found in each lesson. This allows the teacher to annotate and model how to use the text. Cloud Reader, a digital platform for the Leveled Texts, Literature Anthologies, and Reading/Writing Companion, also allows teachers to model annotating text.

INDICATOR 3U

Materials can be easily customized for individual learners.

INDICATOR 3U.I

Digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

The materials reviewed for Grade 1 meet the criteria that digital materials include opportunities for teachers to personalize learning for all students, using adaptive or other technological innovations.

Grade 1 materials include technological innovations that allow for teachers to customize weekly lessons for whole group instruction and for individual students. Teachers set the school calendar in the online platform which determines what students access in their online dashboards each day. Teachers can customize beyond that for individual students by assigning specific practice pages and texts at specific reading levels to individual students to access online.

Examples include, but are not limited to:

- Digital materials include a digital planning guide that provides step-by-step lesson plans and online materials that include additional support in differentiated instruction. Units combine reading, writing, speaking, and listening in a digital environment that engage students. There are also digital guides for assessment, remediation, and supplemental materials to personalize learning for students.
- Texts that are in the Reading/Writing Companion and the Interactive Read-Aloud have audio features that the teacher can play for the students.
- Teachers are able to edit their class assignments by English Language Learner, On Level, Beyond Level, and Approaching Level.
- Beginning readers are able to use a pictorial login.
- In the Assignment Manager digital tab on the website, teachers can create assignments for students tailored to what the students need. Teachers can edit and copy existing assignments and monitor student submissions. The teacher can create student mailboxes to manage student assignments.

INDICATOR 3U.II

Materials can be easily customized for local use.

The materials reviewed for Grade 1 meet the criteria that materials can be easily customized for local use.

Grade 1 materials provide Teach it Your Way to customize the resource. This resource can be used if the focus of the district's instructional plan is to include other research-based practices not explicitly followed in the *Wonders* materials. Teachers and/or the school district can also determine if lessons will follow a Core Pathway option, due to time constraints or other needs. The Core Pathway is an abbreviated version of the curriculum that covers all tested skills but omits some optional lessons.

