



# WIDA PRIME 2020:

A Tool for Aligning K-12 Instructional Materials with  
the WIDA ELD Standards Framework, 2020 Edition

*Publisher Report*

# WIDA PRIME 2020 Publisher Report

## McGraw Hill Education *Wonders* © 2023 Grade 5

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# I. Background: WIDA PRIME 2020

## WIDA PRIME 2020 and the WIDA Mission

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the linguistic, cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. As part of fulfilling its mission, WIDA has created PRIME.

WIDA PRIME offers tools to assist publishers and educators in determining a degree of alignment between a given set of instructional materials and the [WIDA English Language Development Standards Framework, 2020 Edition](#) (henceforth referred to as the Framework) based on the PRIME rubric. **PRIME** stands for **Protocol for Review of Instructional Materials with the English Language Development Standards Framework, 2020 Edition**.

### Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.

Over the years, there have been multiple reports indicating that there is a lack of standards-aligned, high-quality curricular materials that support multilingual learners well (see, for example, de Araujo & Smith, 2022; Estrada, 2014; Gándara et al., 2003; Loewus, 2016; Mitchell, 2019). With the release of the Framework, there is a recognition among educators that curriculum and instruction will need to shift, and that there is currently a lack of materials aligned to the Framework. One of the benefits of the PRIME review process is the feedback it provides to material developers for strengthening alignment. The productive conversations educators have while reviewing materials (i.e., the review process) provide additional benefits.

Through PRIME and a host of other resources it offers, WIDA hopes to increase the availability of high-quality instructional materials that are student-centered, culturally, and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

Increasing the availability of rigorous, high-quality core materials that attend to the diverse needs of multilingual learners is a critical avenue to move forward toward the realization of the [Big Ideas](#) of the Framework, namely

- Enhancing equity of opportunity and access
- Integration of content and language
- Collaboration among stakeholders
- Functional approach to language development

## WIDA PRIME 2020: Audiences and Uses

The primary intended audiences of PRIME are **educational entities**, a term we use in this document to refer to both a) publishers and b) local users (districts, schools, and educators). They may use WIDA PRIME to

- Prompt productive conversations about how instructional materials are serving multilingual learners
- *Guide self-reflection, self-analysis, self-assessment, and self-determination of a degree of alignment* between a given set of instructional materials and the Framework via the criteria specified in the PRIME rubric
- *Collect evidence and information* about instructional materials for potential improvements and revisions to strengthen alignment with the Framework
- *Support communication* with stakeholders (e.g., parents, program directors, school boards, teachers, program reviewers) about instructional materials under consideration for adoption

In addition, **local** users may also use PRIME to

- *Support district/school leadership or adoption committees* in making recommendations and decisions about materials adoption. In particular, information in the **PRIME seal report** may help guide decision-making in relation to other data points and local considerations. (See *disclaimers below: the PRIME seal does not imply overall high quality or that WIDA endorses a particular set of materials. The seal speaks only to alignment.*)

## WIDA PRIME 2020: Elements

- **WIDA PRIME Portfolio Workbook:** a guided workbook that the publisher uses to compile an evidence-based portfolio to demonstrate alignment between a given set of instructional materials and the Framework according to the PRIME rubric. It describes PRIME’s purpose, the elements that comprise it, the intended audiences, applicable uses, disclaimers, eligibility of materials for external review, definitions of terms, theory of action informing alignment methodology, approach to scoring, and the process of compiling and submitting a portfolio for review. In it, you will find the **WIDA PRIME Rubric**. The WIDA PRIME Rubric provides alignment criteria, indicators, descriptors, and a scoring scale for inferring a degree of alignment between a given set of instructional materials and the Framework.
- **WIDA PRIME Seal:** publishers may choose to submit the portfolio workbook to the PRIME review process in application to receive a WIDA PRIME seal. The PRIME seal indicates that WIDA-trained reviewers believe the publisher has provided sufficient evidence to determine a degree of alignment between a given set of instructional materials and the Framework, based on the PRIME rubric. Receipt of the PRIME seal indicates external validation of the publisher’s self-determined claims of alignment by a team of WIDA-trained reviewers. There is no guarantee that a submitted portfolio will earn the seal—seals will be awarded according to the review team’s evidence-based determination of a degree of alignment.
- **This PRIME Report:** Publishers’ materials that earn the seal may be posted, along with final reports, on the [WIDA PRIME Instructional Materials Published Reviews page](#), which then serves as one data point to inform district and school choices in materials adoption. Publishers will edit this file to create a report. Fields in green provide space for entering information.

## WIDA PRIME 2020: Eligible Materials for the External Review Process

WIDA PRIME spotlights the need for curricular coherence of core (Tier 1) instructional materials. Strengthening core instructional materials for multilingual learners through alignment to the Framework supports standards-based practices. It also promotes student achievement in the depth and breadth of a) academic content standards and b) in the WIDA ELD Standards Framework that helps provide multilingual learners with the necessary equity of opportunity to access grade-level content learning.

To support this goal, publishers may submit the following instructional materials for external review of alignment by a WIDA-trained team of reviewers as application for a PRIME seal:

- Materials for one full year’s course of study in the core academic disciplines (language arts, mathematics, science, and social studies or interdisciplinary materials) that are designed to align with the Framework.
- Materials for one full year’s course of study of dedicated ELD instruction that clearly and concretely connect to grade-level academic content standards.
  - Whether in the core academic disciplines or dedicated ELD, publishers may also submit adjacent grade levels when they are within the Framework’s grade-level clusters (K, 1, 2-3, 4-5, 6-8, 9-12) for an extended review. For example, if a publisher submits a portfolio for review of grade 4, they may also submit a rationale and evidence for why grade 5 maintains the same approach and structure of alignment to the Framework as grade 4 does. (For more information about the extended review, see Appendix A.)
  - Supplemental materials for multilingual learners may be submitted, but only if clearly and concretely connected to grade-level core instructional materials.

## WIDA PRIME 2020: Inapplicable Uses and Disclaimers

WIDA PRIME offers supports for determining a degree of alignment between a given set of instructional materials and the [WIDA English Language Development Standards Framework, 2020 Edition](#). WIDA PRIME does not speak to the ability of a curriculum to fully constitute a healthy, safe, and supportive learning environment for multilingual learners. Decisions in materials adoptions must therefore be complemented by additional information. Depending on local contexts and resources (e.g., technology, professional learning, wraparound supports), districts and schools may prioritize particular curricular criteria and indicators in different ways. Therefore, educators need to consider *how* information contained in the WIDA PRIME reports fits particular populations, programs, and goals. Whereas districts and

schools should examine PRIME reports as one part of a thoughtful materials adoption process, it should be taken in relation to other locally determined data points.

**PRIME IS NOT an introduction to the Framework or to curriculum design.**

This publication is not intended as an introduction to the Framework or to curriculum design. A thorough understanding of the Framework and curriculum design are needed to effectively apply the PRIME rubric and review process. WIDA offers several ways to support learning about the Framework, including through the [WIDA ELD Standards Framework page](#) and a suite of [professional learning offerings](#).

**The PRIME seal does not imply overall high quality of materials. It refers only to alignment.**

WIDA PRIME is not an evaluative tool that judges the *overall effectiveness* of instructional materials, and the PRIME seal does not imply that the submitted materials have been evaluated to show a positive impact on student learning outcome. As described in its theory of action, PRIME reviews yield a socially constructed inference about a degree of alignment between the Framework and a given set of instructional materials designed to teach them, in accordance with the criteria in the PRIME rubric. Yet instructional materials can and should do more, such as supporting development of student agency and critical stance and inviting student engagement in authentic and joyful ways. It is important for PRIME users to understand that at this time, PRIME alignment claims are limited to just that: alignment to the Framework. Other places where WIDA as an organization supports these important broader curricular concerns include, for example, the [WIDA Mission, Vision, and Values](#), and the Big Ideas of the Framework.

**The PRIME seal is not an endorsement from WIDA for any set of instructional materials.**

WIDA does not make recommendations or determine that one set of instructional materials is better than another. Educators of multilingual learners work with a heterogeneous population with a wide range of strengths and needs, in a variety of programs, and in a wide range of environments. The question of what is “the best” curriculum for one student, teacher, or school requires more information than what WIDA PRIME analyzes through its *alignment* rubric.

**The PRIME seal cannot account for how instructional materials are enacted in specific contexts.**

Each school, classroom, teacher, and student is unique, and so are the instructional decisions educators make to engage multilingual learners during each task, lesson, and unit.

**Local or publisher self-determination of alignment is not the same as earning the PRIME seal.**

A local process of review that appropriately uses PRIME tools may be helpful in self-determining alignment of materials. That is one use of PRIME. However, the WIDA PRIME process cannot account for how a self-selected local or publisher panel may enact the PRIME tools in specific contexts. *The PRIME seal can only be awarded through an external and independent review process completed by a team of WIDA-trained reviewers that makes a determination of sufficient alignment between a given set of instructional materials and the Framework, based on the PRIME rubric.*

**Language development occurs throughout the day and in all classrooms.**

Although PRIME only reviews alignment of materials in relation to the four core content areas represented by the WIDA ELD Standards Statements (language arts, math, science, and social studies), we recognize that language permeates schooling and that all teachers are in fact language teachers.



## II. Description of Materials Reviewed in this Report

**Title of Materials:** *Wonders* © 2023

**Submitting Educational Entity:** McGraw Hill Education

### Description of Materials

**Grade level:** Fifth Grade

**Content area(s):** Reading and Language Arts

**WIDA ELD Standards Statement addressed:**

**ELD Standard 1:** Language for Social and Instructional Purposes (ELD-SI)

**ELD Standard 2:** Language for Language Arts (ELD-LA)

**General scope of materials** (e.g., # of learning units included): *Wonders* ©2023 Grade 5 includes 10 units of instruction; each unit includes three weeks of instruction

**Type of materials included** (e.g., student core text and workbook, teacher's guide, tools of instruction, etc.):

The materials referenced in the submission include the following: Teacher components: Teacher's Edition, ELL Small Group Guide, Instructional Routines Handbook, Language Development Kit, Newcomers Kit, Language Transfers Handbook, ELL Unit Assessments; Student components: Reading/Writing Companion, Literature Collection, Oral Language Sentence Frames, Differentiated Genre Passages, Leveled Readers, Differentiated Texts

**Links to other external reviews of the materials completed** (e.g., EdReports, evidence for state-based reviews):

EdReports.org, a widely respected independent K-12 curriculum review organization, evaluated *Wonders* © 2023 Grade K and rated it highly with all green scores across the three gateways: Text Quality and Complexity, Building Knowledge, and Usability. To learn more about *Wonders* © 2023, or to visit EdReports.org to view the full report, please visit: [www.edreports.org/reports/overview/wonders](http://www.edreports.org/reports/overview/wonders).

### III. Publisher’s Self-Analysis of Alignment to Big Ideas

Four **Big Ideas** are interwoven throughout the Framework. Like the WIDA Can Do Philosophy, they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners’ strengths and needs.

- Learn more about the Big Ideas on pages 15-20 of the WIDA English Language Development Standards Framework, 2020 Edition.
- “Appendix F: Theoretical Foundations” offers an overview of theories and research that informed the development of the Big Ideas (pp. 354-367 of the 2020 Edition).

#### **Big Idea:** How do instructional materials reflect a commitment of **Equity to Opportunity and Access**?

##### **Thinking Prompts:** Where and how do materials reflect...

- The asset-based WIDA Can Do Philosophy? (pp. 18, 356)
- Linguistically and culturally sustainable pedagogies, including through the use of multiple languages and translanguaging practices? (pp. 18, 355-356)
- High expectations for all multilingual learners along with guidance for responsive and effective scaffolding? (pp. 18, 331, 367)
- Guidance and support for diverse cognitive and behavioral strengths, needs, and abilities? (pp. 18, 357)
- Ways to increase avenues of access, agency, and equity for all multilingual learners? (pp. 18, 356)

##### **Publisher Narrative:**

The *Wonders* program promotes asset-based approach to help multilingual learners in their college and career readiness. Recognizing that the ability to independently access increasingly complex text is an essential factor in students’ academic success, *Wonders* program provides access to complex, rigorous, grade-level texts and skills for all students, by employing research-based instructional strategies developed by many of our authors. Our theory of action is grounded in the belief that a high-quality equitable solution provides all students with opportunities to access and fully engage with rigorous, grade-level standards.

*Wonders* offers extensive opportunities for all students to encounter text of appropriate complexity throughout the year. All grades have frequent opportunities for developmentally appropriate texts including rich, grade-appropriate, and meaningful discussion of complex texts every week. A Text Complexity Rubric rating for the texts in each Text Set is provided in the Teacher’s Edition. This includes Low, Mid and High Complexity ratings around Qualitative and Quantitative Measures, as well as Student Centered Tasks.

*Wonders* provides specific scaffolding support to help students access complex text. Examples include:

- Specific guidance and instructional notes to scaffold students as they develop strategies to read complex text and transfer these strategies to new texts.
- Prompts within the Teacher’s Edition that provide scaffolded instruction for text features that relate to text complexity with the goal of having all students read closely while accessing and comprehending complex texts.

*Wonders* received an all-green rating from EdReports, with the highest possible scores for Text Quality and Complexity in grades K-5. The qualitative analysis of “What Makes This Text Complex” is provided at the beginning of instruction for each anchor text in the Teacher’s Edition. Within the instruction for both anchor texts and shared reads, teachers will find ACT (Access Complex Text) scaffolds that provide specific strategies to use with students based on the qualities that make that text complex, such as required prior knowledge, genre conventions, or domain-specific vocabulary.

*Wonders* instruction provides extensive resources for differentiation. To help multilingual learners participate in grade level instruction and access grade level text, teachers will find scaffolding within daily lesson instruction. In whole group lessons, teachers can monitor and differentiate with the Differentiated Reading and Check for Success features within lessons as well as scaffolded instruction by using the Access Complex Text (ACT), Teach in Small Group, and ELL Spotlight on Language support boxes found within lessons and in the side columns of the Teacher’s Edition. Multimodal activities are offered throughout each text set to support students. The Approaching Level Small Group instruction pages provide opportunities for students to meet

grade-level standards. These lessons include leveled readers, differentiated genre passages, phonics/word study, fluency, vocabulary, and comprehension.

The English Language Learner (ELL) supports for grade-level texts are provided throughout all units and provide consistent support for grade-level texts in both whole and small group instruction to help multilingual learners meet grade-level standards. The scaffolded support in the whole group instruction in the Teacher's Edition enables students to tackle grade-level activities and engage with their peers, while the support in the small group lessons in the ELL Small Group Guide provides opportunities to reinforce and develop grade-level skills and content they learn during whole group instruction.

Through the literature, *Wonders* provides academically and educationally sound content, including the appropriate and equitable representation of diverse people and perspectives in all our instructional materials. The literature in *Wonders* offers relevant, respectful, and meaningful content that represents the lives and experiences of a range of individuals who belong to different racial, ethnic, religious, age, gender, linguistic, socio-economic, and ability groups in equitable, positive, and non-stereotypical ways. This allows all learners to see themselves reflected in the content they are learning.

Lessons in *Wonders* provide a variety of multi-sensory supports for learning. Many of the foundational skills lessons incorporate the use of multiple senses to bolster learning. Multimodal resources are structured into *Wonders* to open learning pathways for diverse learners. Instruction in the Teacher's Edition that utilizes a multi-sensory approach is highlighted by a Multimodal icon. During daily instruction, students are provided with a variety of instructional materials that offer a multisensory approach to learning foundational skills. Students have varied practice of each foundational skill throughout the week. Materials include:

- Word Building Cards
- Response Boards (including Elkonin boxes)
- Photo Cards
- Sound-Spelling Cards
- Spelling Word Sort (online BLMs)
- Digital Activities



## **Big Idea: How do instructional materials *Integrate Content and Language*?**

### **Thinking Prompts: Where and how do materials reflect...**

- Opportunities for multilingual learners to develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content? (pp. 19, 356)
- Access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up? (p. 18)
- Opportunities for students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom? (pp. 19, 356)
- Opportunities for multilingual learners to actively engage with peers while accessing challenging content activities? (pp. 18-19)
- Multimodality as inherent to and essential for how students make meaning and engage in disciplinary practices? (pp. 19, 356)

### **Publisher Narrative:**

*Wonders* incorporates strategies, materials, and activities that address the needs of all students as they engage with grade-level content. Differentiated Instruction is provided in three proficiency language levels for multilingual learners. The scaffolded supports in the whole-group setting accommodate for the needs of various English language proficiency levels so that English language learners can learn and practice grade-level content and skills with their peers. This differentiation is provided in whole group and small group lessons throughout all the units. During Small Group time, students at each level are encouraged to Level Up to the next group.

In Grade 1, Unit 3, Week 1, Lesson 4, of the Grade 1 Teacher's Edition (page T47), after students have learned about bold print as a text feature, English Language Learners scaffolding is provided to help students complete Guided Practice/Practice. The teacher asks partners to tell what they see in the photo as they point to it. For Beginning students, the teacher helps them to reinforce the meaning of bold print. This support provides the opportunity for Beginning students to participate in conversation using basic vocabulary and grammar and to demonstrate and express ideas by retelling. For intermediate support, the teacher asks questions to help English language learners discuss why words in bold are different from other words using sentence starters. This support provides the opportunity for Intermediate students to participate in conversation using limited academic vocabulary across disciplines, make inferences, interpret basic vocabulary, and restate information. For Advanced/Advanced High students, the teacher asks questions to explain how the author used bold print. This support provides Advanced students the opportunity to participate in conversation using more sophisticated vocabulary, use academic vocabulary, analyze information, make more sophisticated inferences, and restate information using extensive vocabulary and grammar. This level of support of the various English language proficiency levels is also incorporated throughout the Grade 1 ELL Small Group Guide in the Access the Text lessons for grade-level and ELL-level texts (pages 106-113).

At the end of each unit, teachers can also use the Level Up chart, which provides descriptors, to assess students' progress and determine their proficiency level (Grade 1 ELL Small Group Guide, Unit 3, page 157).

In Grade 4, Unit 1, Text Set 2, Lesson 1, Teacher Edition (pp. T86-T87), the scaffolded instruction (p. T87) helps ELL students complete the Guided Practice activity (p. T86). For Beginning students, the teacher provides the meaning of the idiom "cat got your tongue," and students practice using it by completing a sentence frame. This support provides an opportunity for Beginning students to participate in conversation using basic vocabulary and grammar, and to demonstrate and express ideas by retelling. For Intermediate students, the teacher asks questions to help students use context clues to figure out the meaning of the idiom "cat got your tongue": "Does Maura say anything to her grandmother when she picks her up?" Then the teacher provides sentence starters for students to describe the meaning of the idiom. This support provides an opportunity for Intermediate students to participate in conversation using limited academic vocabulary across disciplines, make inferences and interpret basic vocabulary, and restate information. For Advanced/Advanced High students, the teacher asks them to use context clues from a paragraph to figure out the meaning of the idiom and describe it in their own words. This support provides Advanced students an opportunity to participate in conversation using more sophisticated vocabulary, use academic vocabulary, analyze information and make more sophisticated inferences, and restate information using extensive vocabulary and grammar. The teacher and students then repeat the activity for the other idiom, "standing up for myself," in the Guided Practice. This level of support of the various English language proficiency levels is also incorporated throughout the Small Group Guide lessons for grade-level and ELL level texts. See pp. 14-25 in the ELL Small Group Guide.

## **Big Idea: How do instructional materials encourage Collaboration among Stakeholders?**

### **Thinking Prompts: Where and how do materials reflect...**

- Guidance for collaboration among stakeholders (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families)? (pp. 19-20, 358)
- Guidance for all teachers and administrators to see themselves as responsible for fostering the language development of multilingual learners, while moving away from the idea that language specialists alone should assume sole responsibility for students' language development? (pp. 19-20, 358)
- Guidance for educators to ensure that multilingual learner's experiences across the day are coordinated and coherent? (pp. 19-20)
- Guidance for content teachers to develop insights into and respond to the language development needs of multilingual learners? (pp. 19-20)
- Guidance for content and language teachers to work together to collaboratively reflect, inquire, plan, and deliver instruction, support one another, and take collective responsibility for the success of multilingual learners? (p. 359)

### **Publisher Narrative:**

*Wonders* provides a variety of Professional Learning Resources to support teachers and administrators. The explicit instruction in the Teacher's Edition is a central resource. The clear instructional routines are clearly presented in the explicit lessons from kindergarten through fifth grade. Following the instructional path teachers are guided in assisting students in developing habits of learning. Social emotional learning and enabling classroom culture to support the learning. The Instructional Routines Handbook is another resource for teachers in understanding the research behind the instructional routines.

Online Professional Development (PD) for teachers is available on-demand and can be found in the Resources > Professional Development section of the online Teacher Workspace. This online PD is part of every teacher's digital workspace, and includes:

- a Basics module that walks teachers through the curriculum structure in *Wonders*, overviews the most powerful instructional features, guides classroom set up, and provide tutorials for placement testing of students
- a Digital Quick Start module that walks teachers through a step-by-step implementation of the *Wonders* digital features, including setting up the online calendar, lesson planning, and accessing digital teachers and student resources
- additional on-demand modules that support teachers in applying best practice instructional strategies for reading lessons, writing in response to text, writing in the genres, social emotional learning, English language learning, and using assessment and data to inform instruction.
- videos of model classroom lessons with master teachers leading students in close reading, writing to sources, guided reading, small group instruction, and more
- a research base and whitepapers from *Wonders* authors like Doug Fisher, Tim Shanahan, Donald Bear, Jana Echevarria, Vicki Gibson and others
- videos featuring *Wonders* authors and expert teachers discussing research-based best instructional practices for foundational skills, reading, writing, collaborative conversations, small-group management, instructional planning, assessment, and more
- resources to support educational equity in the classroom, including guidance on social emotional learning and supporting English language learners
- resources for administrators to support teachers as they implement *Wonders*, including teacher and parent communication letters and classroom walk-through checklists

## **Big Idea: How do instructional materials take a Functional Approach to Language Development?**

### **Thinking Prompts: Where and how do materials reflect...**

- The framing of language development as an interactive social process that expands what multilingual learners can do with language over time in a diversity of contexts, rather than as a series of decontextualized and isolated grammatical structures? (pp. 356, 359-360)
- Guidance for systematic, explicit, and sustained language development alongside the academic demands of content? (pp. 19-20, 359)
- Explicit teaching of how language works for particular purposes, with particular audiences, and in particular sociocultural contexts? (pp. 18, 20, 355-356, 359)
- Guidance for teachers to support multilingual learners in developing control over increasing ranges of the registers and genres required both for school and for the learner's own purposes, including highlighting multilingual learners' ability to select, adapt, negotiate, and use a range of linguistic resources that are appropriate to context? (pp. 356, 359)

### **Publisher Narrative:**

At the beginning of each text set, Student Outcomes are provided to show what content-standard driven skills students will be practicing and applying. Lesson planners are also provided, with information on language expectations for the text sets, by week for each text set and lesson, and to indicate the unit/lesson organization. They list the key language students will be using, the content students will be exploring, and specific language skills. They also include lessons teachers can use for differentiated instruction, including for multilingual learners. The Introduce the Concept lessons at the beginning of each text set introduce students to the Essential Questions. The teacher also introduces the genres students will be exploring throughout the text sets.

Lessons in the Teacher's Editions includes objectives for the lessons. These objectives use the language of academic content standards for language arts as well as science and social studies, when applicable. Students are also provided with learning goals to help focus their attention on the content, language, and/or modes of communication they will be learning about, practicing, and/or applying.

The objectives and learning goals are aligned in the ELL Small Group Guide lessons. Furthermore, the instructions also include language objectives crafted specifically for these small-group lessons. They highlight the key KLU and mode or modes of communication most prominent in each lesson.

The Teacher's Editions lessons teach the language they expect students to use that is necessary for understanding and communicating about the content within the specific genres. In Teacher Think Alouds, teachers model language use and then guide students in using the same language by asking questions. The student-facing Reading/Writing Companion provides a framework for students, highlighting the genre features of the Shared Reads. Also, the prompts provided in the student edition help guide students in making sense of text structures and the language of schooling. Students further apply the language in diverse ways such as during Student Think Alongs, in the Anchor Text selection, when discussing a topic with a partner, or writing analytically about a text they have read. Spotlights on Language and leveled scaffolds are provided for multilingual learners to help them with their comprehension and to participate in discussions, and to support their writing.

The ELL Small Group Guide lessons provide multilingual learners with linguistically accommodated instruction that take into account the word/phrase and sentence dimensions of language so students can meet content standards and practices connected to language expectations.

- Vocabulary is pretaught, and students are provided with scaffolded sentence frames and prompts as they read and discuss texts together.
- Partners can work together using the Scaffolded Shared Read to read and understand these texts at an accessible language level. This resource provides additional language scaffolds, including a glossary to answer questions about texts.
- Lessons for Genre Passages, online digital leveled texts with the same genre focus and Essential Question as the Shared Reads and Anchor Texts also provide additional scaffolding to support students in learning and using the language of schooling.
- The Vocabulary: Morphology routine found in the ELL Small Group Guide Instructional Routines section supports students at the word level. The teacher creates a chart to help students see how words are related. Students then

reproduce that same chart and use it for other vocabulary words they are studying. The Functional Analysis routine helps students at the sentence level with helping them comprehend complex sentences by identifying the function of words and phrases within sentences and rewriting the sentences in their own words.

Teacher and student materials support what students can do in relation to language expectations in a variety of ways using multimodal forms of communication, integrating the interpretive and expressive modes of communications as they read, listen, discuss and write in the disciplinary practices, texts, and tasks. Instruction is provided so multilingual learners are communicating in interpretive and expressive modes everyday, as indicated in the planners. And student resources are provided for multilingual learners to practice and acquire grade-level content through integrated modes and instruction and content is aligned to grade-level texts and activities in each text set.

For multilingual learners, resources are provided to help them practice, apply, and use language functions and features they encounter through texts and grade-level activities and work, as mentioned in the previous section. The ELL Small Group Guide includes an ELL Resources chart that indicates which domains are supported in each resource. All four domains are integrated into most resources.

## IV. Reviewer's Analysis of Alignment to Components of the Framework

Underpinned by the four Big Ideas, the WIDA ELD Standards Framework offers road signs to set goals for curriculum, instruction, and assessment for multilingual learners. The Framework consists of four components (ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors) that work together to make a comprehensive picture of language development.

**Portfolio Part C: Alignment to Components of the Framework.** For each Framework component, the publisher completed a self-reflection and analysis considering the following:

- Each criterion description (match, depth, and breadth)
- Indicators for each criterion (with direct references to page numbers in the 2020 Edition)
- Key questions for each criterion

For each criterion, publishers

- Made an evidence-based claim of alignment
- Provided a justification for the claim
- Provided strategic and sufficient evidence to support the claim (include page numbers and direct links).

Potential sources of evidence across criteria include, non-exhaustively:

- Teacher edition guidance: prompts, recommendations, criteria, and pedagogical rationale
- Learning goals, objectives, and targets (e.g., unit goals and lesson objectives)
- Unit and lesson learning sequences, tasks, activities, and assignments
- Rubrics, formative and summative assessment tasks, other progress monitoring materials
- A variety of multimodal supports across activities allowing various entry points for students at varying levels of English proficiency
- Guidance/prompting to offer students multiple means of engagement, representation, and action and expression (e.g., use of home languages, visual and graphic supports)
- Guidance for community and learning norms, routines, protocols, structures, and models
- Guidance for student interactions and discussions (e.g., grouping strategies, interactive supports)

## Feedback: Alignment to Framework Component I – ELD Standards Statements

**The five WIDA ELD Standards Statements** guide us to create materials that simultaneously develop content and language, where language development is positioned in service of disciplinary learning. **Standard Statement 1**, Language for Social and Instructional Purposes (ELD-SI) helps teachers become aware of language for social interactions, everyday routines, negotiation, and problem-solving. ELD-SI works alongside and blends into **Standards Statements 2-5** that address disciplinary language (ELD-LA for Language Arts, ELD-MA for Math, ELD-SC for Science, and ELD-SS for Social Studies). This interweaving reminds us that students communicate to learn, but also to convey personal needs and wants, to interpret and present different perspectives, to affirm their own identities, and to form and maintain relationships.

- Learn more about the Standards Statements and the relationship of Standards Statement 1 to Standards Statements 2-5 on pages 24-25 of the 2020 Edition.
- “Appendix F: Theoretical Foundations” offers an overview of theories and research that informed the development of the WIDA ELD Standards Statements (pp. 354-367).

On the next page you can read the reviewer’s analysis of alignment to components of the framework considering the following:

- Each criterion description (match, depth, and breadth)
- Indicators for each criterion (with direct references to page numbers in the 2020 Edition)
- Key questions for each criterion



**Match** is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.ELD.1 determines whether the **same or similar concepts and ideas** about language development appear in materials and in ELD-SI.
- **Match.ELD.1 is met** if evidence related to indicators clearly shows that materials **explicitly and concretely connect to the indicators of ELD-SI**.

How do instructional materials <b>connect</b> to ELD Standards Statement 1? (ELD-SI)	
Match.ELD.1: Indicators	Match.ELD.1: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<input type="checkbox"/> Reflect and guide teachers to <b>value and leverage students' languages, cultures, experiences, and identities</b> . (pp. 12, 18, 24-25) <input type="checkbox"/> Support <b>language for social and instructional interactions</b> . (e.g., everyday routines, negotiation, and problem-solving) (p. 25) <input type="checkbox"/> Leverage <b>ELD-SI as a valuable meaning-making resource in conjunction with the disciplinary contexts</b> represented by Standards Statements 2-5 (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 25)	<ul style="list-style-type: none"> <li>• Reflects students' cultures, languages, and backgrounds?</li> <li>• Leverages students' languages, cultures, experiences, and identities as a resource for learning and means of entering new and complex disciplinary topics?</li> <li>• Encourages social and instructional interaction?</li> <li>• Intertwines ELD-SI with content learning represented by Standards Statements 2-5 (ELD-LA, ELD-MA, ELD-SC, and ELD-SS)?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Match.ELD.1** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

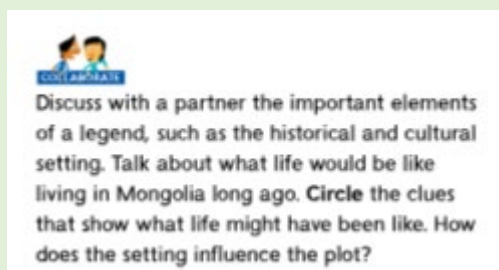
2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

The materials for *Wonders* Grade 5 reflect students' cultures, languages, and backgrounds. An example is found in the teacher resource materials of the leveled readers. One of the books that is available for students to read is called *Dancing the Flamenco* which is a book that talks about Spanish dance and culture. Cultures and languages are reflected in the readers that are available for students. An example of a leveled book reflects the Haitian Creole culture with the title, *Kreyol Ayisyen*.

The materials support language for social and instructional interactions. Week 3 of Unit 4 contains a reading about legends. There is a section called "paired read" where students work with a partner to read a text then work with one another to respond to a discussion prompt. The text for the week is, *Brownie*. Upon completion of the reading, students are asked to discuss the prompt.



The materials available in *Wonders* intertwine ELD-SI with content learning represented by Standard 2—5, ELD-LA. The resource library contains several resources that represent the key ideas of LA. Each of the lessons in the units contain a section addressing grammar and mechanics. An example is found in the Grammar Handbook accompanying the Grade 5 materials. An example of a grammar activity found in the unit focuses on subject-verb agreement. Students are provided with a brief discussion and examples of different scenarios addressing subject-verb agreement and then students are asked to apply those rules to given sentences.

## Subject-Verb Agreement

A present-tense verb must agree with the subject of the sentence. Add **-s** to most verbs if the subject is singular. Add **-es** to verbs that end in *s*, *ch*, *sh*, *x*, or *z*. Do not add **-s** or **-es** if the subject is plural, or if the subject is *I* or *you*. Subjects and verbs agree even when words come between them.

*Caitlin **watches** the eagle. Her parents **look** for the camera.*

*Joe, with his brothers, **arrives** tomorrow.*

**Your Turn** Write each sentence. Use the correct present-tense form of the verb(s) in parentheses.

1. The eagle (sit) in a tree out back.
2. The bird (stretch) its wings.

**Match** is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.ELD.2-5 determines whether the **same or similar concepts and ideas** about language development appear in materials and in *at least one* of the ELD Standards Statements related to the core disciplines (ELD-LA, ELD-MA, ELD-SC, and ELD-SS) (e.g., materials connect to Language for science, ELD-SC).
- **Match.ELD.2-5 is met** if evidence related to indicators clearly shows that materials **explicitly and concretely connect to at least one of ELD-LA, ELD-MA, ELD-SC, and ELD-SS**

How do instructional materials <b>connect</b> to ELD Standards Statements 2-5? (ELD-LA, ELD-MA, ELD-SC, and ELD-SS)	
Match.ELD.2-5: Indicators In the context of grade-level content learning, instructional materials...	Match.ELD.2-5: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<ul style="list-style-type: none"> <li>❑ <b>Integrate</b> language development with content learning. (p. 24)</li> <li>❑ Guide teachers to support multilingual learners to <b>communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success</b> in at least one of the ELD Standards Statements. (pp. 24, 360)</li> <li>❑ Include <b>interactive activities and opportunities for discussion</b> as multilingual learners simultaneously develop language and conceptual understandings. (pp. 19-20, 25, 362)</li> </ul>	<ul style="list-style-type: none"> <li>● Refers to ELD Standards Statements as drivers of language development?</li> <li>● Supports multilingual learners to develop language while simultaneously engaging in grade-level content instruction?</li> <li>● Supports multilingual learners to communicate information, ideas, concepts, and engage in disciplinary practices?</li> <li>● Includes opportunities for multilingual learners to engage in interactive activities and discussions to simultaneously develop language and conceptual understandings?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Match.ELD.2-5** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

*Wonders* Grade 5 materials refer to ELD Standards Statements as drivers of language development. The materials specifically focus on ELD Standard Statement #2—the language for language arts. The resources support multilingual learners to develop language while simultaneously engaging in grade-level content instruction through multiple offerings of content area topics. Students reach grade-level material through support of graphics, organizers, frames, and visuals. A graphic organizer is found in Unit 3 Week 3 classroom materials and it is designed to guide the students through walking through the author’s claim.


**Reread | SHARED READ**

## Author's Claim

When an author of an argumentative text argues for or against an idea, the author is stating his or her **claim**. To identify the claim, look for reasons for or against an argument and then find evidence to support it. Details such as word choice, facts, and figures can help to develop the claim.

**FIND TEXT EVIDENCE**  
 I will look for reasons and evidence of the author's claim in "Spinning a Yarn."  
 Below the title is this sentence: The Incas had a 3D language written in thread! The author includes this reason to show a connection between the quipu and language. Then the author provides evidence to support this reason: that the knots were not counting devices but were language symbols.

Details	Author's Claim
"Incas had a language in thread"	The author is in favor of quipu as a form of language.
knots may not mean numbers	
patterns may be symbols	
old manuscript shows a code	



The daily lessons planner includes lesson support that addresses content LA standards and the teachers resources available include sentence stems and sentence frames that can be used with each lesson. The resources support multilingual learners in communicating information, ideas, concepts, and encourages engagement in disciplinary practices through opportunities to represent ideas and learning through both oral and written domains. The use of content and language standards keep focus on both content and language learning. Materials that support oral and written domains are found in the resources section. There is a resource called "ELL Small Group Guide" that provides multiple opportunities for students to speak and write.

### Read the Text

Select the **Scaffolded Shared Read** or the **Shared Read in the Reading/Writing Companion**, based on students' language proficiency.

**Beginning/Early-Intermediate** Use the online **Scaffolded Shared Read** to help partners work together to read and understand a biography. Remind them to use the Glossary to help them read and the Word Bank to help them answer the Main and Additional Questions.



The materials included in *Wonders* Grade 5 include opportunities for multilingual learners to engage in interactive activities and discussions to simultaneously develop language and conceptual understandings. The Teacher Resources include a document for teachers, *Essential Routines Handbook*, that helps the teacher successfully set up classroom processes and procedures for effective partner interactions and resources to support classroom instruction and group work. The resources available for the teacher include a document called, "ELL Small Group Guide." This document includes activities that allow the students to interact with speaking in each lesson. Language objectives for each lesson outline the expectation for speaking.

### LANGUAGE OBJECTIVES

Students will discuss key details in a biography by using past tense verbs.

Additionally, there is a resource in the daily lessons called, "Review, Extend, and Assess" that includes suggested activities for speaking. This resource provides suggestions and options of how the teacher can integrate speaking into the lesson. The materials use Reader's Theater as a way to encourage

students to speak. The teacher reviews the reminders and guidelines for the Reader's Theater with students before the activity. An example of the Reader's Theater text for Unit 5 Week 6 is called *Jane Addams and Hull House*.

## Speaking

### TEACHER CHOICE

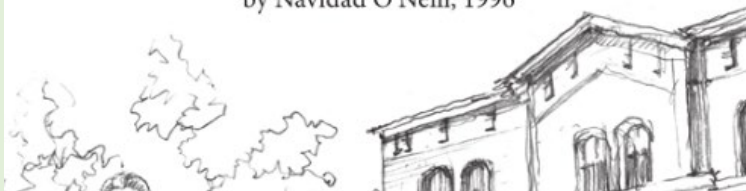
As you wrap up the unit, invite students to present their work to small groups, the class, or a larger audience. Choose from among these options:

- **Reader's Theater:** Have students perform the play on page T302.
- **Research and Inquiry Projects:** Small groups can share their completed projects. See page T26, T110, and T194.
- **Inquiry Space:** Students can give multimodal presentations of the work they developed using Inquiry Space. See page T316.
- **Publishing Celebrations** Have students share one of the pieces of writing they worked on throughout the unit. See page T318.

Use the Speaking and Listening minilesson below to help students prepare.

## JANE ADDAMS AND HULL HOUSE

by Navidad O'Neill, 1996



**Depth** is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.ELD determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in the ELD Standards Statements.
- **Depth.ELD is met** if evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways** congruent to the concepts, ideas, and practices embodied in **ELD-SI and at least one of ELD-LA, ELD-MA, ELD-SC, and ELD-SS**.

How do instructional materials reflect the <u>linguistic richness, variety, and complexity</u> embodied in the ELD Standards Statements?	
Depth.ELD: Indicators In the context of grade-level content learning, instructional materials...	Depth.ELD: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<ul style="list-style-type: none"> <li>❑ Guide teachers to use <b>strength-based approaches</b>, leveraging students’ experiential, linguistic, and cultural backgrounds, and intersectional identities in relation to disciplinary learning (ELD-SI). (p.24)</li> <li>❑ Offer <b>ample opportunities for students to engage in social and instructional interaction</b>, and for interactive learning (ELD-SI). (p.25)</li> <li>❑ Attend to <b>language development in a clear, systematic, and explicit</b> way to enhance learning in disciplinary contexts (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 354)</li> </ul>	<ul style="list-style-type: none"> <li>● Taking an asset-based approach and supporting multilingual learners to use their experiences, linguistic and cultural backgrounds, and intersectional identities in multiple ways?</li> <li>● Supporting multilingual learners to interact with peers and adults in multiple ways?</li> <li>● Supporting students in developing metacognitive and metalinguistic competencies?</li> <li>● Explicitly developing language in service of grade-level disciplinary knowledge, skills, concepts, and practices?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Depth.ELD** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

The materials for Grade 5 *Wonders* is reflective of an asset-based approach and supports multilingual learners to use their experiences, linguistic and cultural backgrounds and intersectional identities in multiple ways. The additional student reads include books that explore and discuss topics related to culture and experiences; some of the titles include *Dancing the Flamenco*, *No Place Like Home*, and *Flying Home*. The resource library also contains a supplemental resource, Newcomer Cards, that has pictures of different items as well as the name of the item to go with the picture. This helps the multilingual student make the connection between the home and target language.



## Measurement



The Daily Lessons, available for teachers, provide opportunities that support multilingual learners as they interact with peers and adults in multiple ways. Each lesson has a section for ELLs where they have the opportunity to listen, speak, read, and write.

<div> </div> <b>Differentiated Instruction</b>
<div> </div> <b>APPROACHING LEVEL</b>
Fluency Fluency <b>TIER TWO</b>
Comprehension Review Theme
Comprehension Self-Selected Reading
<div> </div> <b>ON LEVEL</b>
Vocabulary Review Academic Vocabulary
Comprehension Self-Selected Reading
<div> </div> <b>BEYOND LEVEL</b>
Comprehension Self-Selected Reading
<div> </div> <b>ENGLISH LANGUAGE LEARNER</b>
Writing Workshop Extended Writing 1 - Historical Fiction

The materials included in *Wonders* allow students the opportunity to explicitly develop language in service of grade-level disciplinary knowledge, skills, concepts, and practices. This is evidenced in the teacher resources available in Unit 6 Week 2. The lesson standards for the grade level are included

which reflect grade level standards, lesson objectives, and learning goals. This format allows the teacher to address grade level topics and the needed support for multilingual learners.

▶	STANDARDS
▶	OBJECTIVES
▶	LEARNING GOALS
▶	WHAT MAKES THIS TEXT COMPLEX?
▶	CLOSE READING ROUTINE
▶	DIFFERENTIATED READING

**Breadth** is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.ELD determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented in the WIDA ELD Standards Statements (ELD-SI, ELD-LA, ELD-MA, ELD-SC, and ELD-SS).
- **Breadth.ELD is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **ELD-SI** and at least one of **ELD-LA, ELD-MA, ELD-SC, and ELD-SS – over time and across a set of materials** (across lessons, units, or according to an alternate organization scheme).

How do instructional materials <u>consistently and systematically</u> represent concepts, ideas, and practices congruent with the WIDA ELD Standards Statements?	
Breadth.ELD: Indicators	Breadth.ELD: Key Questions
In the context of grade-level content learning, materials support language development that consistently address teaching and learning about the five ELD Standards Statements...	Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<input type="checkbox"/> Across <b>lessons</b> <input type="checkbox"/> Across <b>units</b> of learning <input type="checkbox"/> Across the <b>course</b> of study	<ul style="list-style-type: none"> <li>• Take an asset-based approach and support multilingual learners to use their experiences and linguistic and cultural backgrounds across lessons, units, and the course of study?</li> <li>• Provide opportunities and supports for students to expand what they can do with language to communicate information, ideas, concepts, and engage in disciplinary practices necessary for disciplinary academic success across lessons, units, and the course of study?</li> <li>• Support multilingual learners to interact with peers and adults across lessons, units, and the course of study?</li> <li>• Support multilingual learners in developing metacognitive and metalinguistic competencies across lessons, units, and the course of study?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Breadth.ELD** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

The materials for Grade 5 *Wonders* is reflective of an asset-based approach and supports multilingual learners to use their experiences, linguistic and cultural backgrounds across lessons, units, and the course of study. The scope and sequence included with the materials provides evidence of this inclusion. The additional student reads include books that explore and discuss topics related to culture and experiences; some of the titles include *Dancing the Flamenco*, *No Place Like Home*, and *Flying Home*. The resource library also contains a supplemental resource, Newcomer Cards, that has pictures of different items as well as the name of the item to go with the picture. This helps the multilingual student make the connection between the home and target language.

The materials provide opportunities and supports for students to expand what they can do with language to communicate information, ideas, concepts and engage in disciplinary practices necessary for academic success across lessons, units, and the course of study. This is evident in many of the resources available for teachers and students which includes differentiated instruction, scaffolds,

language objectives, and various topics and themes exist to support students as they progress through each unit and lesson.

The Daily Lessons, available for teachers, provides opportunities that support multilingual learners as they interact with peers across lessons, units, and the course of study. Each lesson has a section for ELLs where they have the opportunity to listen, speak, read, and write. This is also reflected in the scope and sequence that is available with the materials.

## Feedback: Alignment to Framework Component II – Key Language Uses

**Key Language Uses (KLUs)**—Narrate, Inform, Explain, Argue—emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature. They bring focus and coherence to the language of schooling, helping educators make choices in what to prioritize during curricular planning for content-language integration.

- Learn more about KLUs on pages 26-27
- Take a deeper dive on KLUs: A closer Look on pages 217-233.
- “Appendix F: Theoretical Foundations” offers an overview of theories and research that informed the development of KLUs (pp. 354-367).

**Match** is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.KLU determines whether the **same or similar concepts and ideas** about language development appear in materials and in KLUs.
- **Match.KLU is met if** evidence related to indicators clearly shows that materials **explicitly and concretely connect to KLUs (or prominent genres of schooling)**.

How do instructional materials <b>connect</b> to the Key Language Uses (KLUs)?	
Match.KLU: Indicators	Match.KLU: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<input type="checkbox"/> <b>Define</b> KLUs (pp. 27, 217, 288, 363) <input type="checkbox"/> <b>Identify the relationship between KLUs and academic content standards.</b> (pp. 26, 288, 363) <input type="checkbox"/> <b>Explain how genres work</b> as a way of organizing language use. (pp. 26, 217, 354)	<ul style="list-style-type: none"> <li>• Define KLUs?</li> <li>• Connect KLUs to academic content standards and disciplinary practices?</li> <li>• Highlight how genre is a way to organize language and communication in disciplinary contexts? (e.g., explaining that x is a type of argument, but y is a narrative: they serve different purposes and have different organizational patterns)</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Match.KLU** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

### Review Notes:

In the context of grade-level content learning, *Wonders* Grade 5 instructional materials define the KLUs. Students explore a variety of genres and genre families to answer the Essential Questions. The organization of instruction through the Essential Question and exposure to different genres provide focus for students on the general use of KLUs. Students are led by an Essential Question each week. These questions let the students know what the focus genre is for the week. Throughout the entire curriculum, students are reading, writing, talking about, and listening to different genres. For example, in *Wonders* Grade 5 Unit 5 students are interacting with several genres within the unit. Students read informational texts as well as arguments, stories, and explanations. Their culminating activity for Unit 5 includes an expository essay. So, in one unit, students study and interact with three KLUs: Inform, Narrate, Explain and Argue (shown below in the Teacher’s Guide for Unit 5).

<b>Unit Planning</b>	<b>T1</b>
Unit Overview	T1A
Independent Reading	T1C
Teach the Whole Child	T1E
<b>Reading</b>	<b>T3</b>
Text Set 1: Expository Text	T3
Essential Question: How can scientific knowledge change over time?	
Text Set 2: Historical Fiction	T80
Essential Question: How do shared experiences help people adapt to change?	
Text Set 3: Argumentative Text	T160
Essential Question: How do natural events and human activities affect the environment?	
<b>Writing</b>	<b>T225</b>
Extended Writing 1: Research Report	T228
Extended Writing 2: Personal Narrative	T244
Writing Minilesson Bank	T260
Grammar Minilessons	T266
Spelling Minilessons	T276
<b>Extend, Connect, and Assess</b>	<b>T289</b>
Reading Digitally: Time For Kids Online Article	T290
Reader's Theater	T292
Connect to Science and Social Studies	T294
Wrap Up the Unit and Presentation Options	T302
Level Up Options	T310
Summative Assessment and Next Steps	T314
<b>Program Information</b>	<b>BM1</b>
Scope and Sequence	BM2
Social Emotional Development	BM14
Text Complexity Rubric	BM16
Index	BM18

In the context of grade-level content learning, *Wonders* Grade 5 instructional materials identify the relationship between KLUs and academic content standards. The academic content standards for each text are connected to the genre, skills, and strategies students learn through the texts. The “Weekly Standards” tab for Unit 5 shows connections to academic content standards. These connections are present throughout the “Weekly Planning” sections of the *Wonders* curriculum.



Weekly Planner	Weekly Standards	Calendar	Export
COMMON > LANGUAGE ARTS > 2010 > COMMON CORE STATE STANDARDS			
<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [10 lessons]</p> <p><b>L.5.1a</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [10 lessons]</p> <p><b>L.5.2b</b> Use a comma to separate an introductory element from the rest of the sentence. [10 lessons]</p> <p><b>L.5.3d</b> Use underlining, quotation marks, or italics to indicate titles of works. [1 lesson]</p> <p><b>L.5.2e</b> Spell grade-appropriate words correctly; consulting references as needed. [7 lessons]</p> <p><b>L.5.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. [7 lessons]</p> <p><b>L.5.4a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [5 lessons]</p> <p><b>L.5.4b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [14 lessons]</p> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [1 lesson]</p> <p><b>L.5.5c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [1 lesson]</p> <p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [4 lessons]</p> <p><b>RF.5.3</b> Know and apply grade-level phonics and word analysis skills in decoding words. [4 lessons]</p> <p><b>RF.5.3a</b> Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context. [4 lessons]</p> <p><b>RF.5.4</b> Read with sufficient accuracy and fluency to support comprehension. [1 lesson]</p> <p><b>RF.5.4b</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [2 lessons]</p> <p><b>RF.5.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [9 lessons]</p> <p><b>RL.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [5 lessons]</p> <p><b>RL.5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [13 lessons]</p> <p><b>RI.5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [11 lessons]</p> <p><b>RI.5.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. [2 lessons]</p> <p><b>RI.5.5</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. [4 lessons]</p> <p><b>RI.5.7</b> Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [1 lesson]</p> <p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. [1 lesson]</p> <p><b>SL.5.1a</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [2 lessons]</p> <p><b>SL.5.1b</b> Follow agreed-upon rules for discussions and carry out assigned roles. [1 lesson]</p> <p><b>SL.5.1c</b> Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [1 lesson]</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [1 lesson]</p> <p><b>W.5.3a</b> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [1 lesson]</p> <p><b>W.5.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. [2 lessons]</p> <p><b>W.5.6</b> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [2 lessons]</p> <p><b>W.5.7</b> Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [2 lessons]</p> <p><b>W.5.8</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [1 lesson]</p> <p><b>W.5.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. [2 lessons]</p> <p><b>W.5.9b</b> Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). [2 lessons]</p> <p><b>W.5.10</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [2 lessons]</p>			

In the context of grade-level content learning, the *Wonders* Grade 5 instructional materials explain how genres work as a way of organizing language use. In each unit, students and teachers discuss and interact with all of the KLU's. Students and teachers discuss purposes for genre writing. By the time students come to their culminating writing event at the end of each unit, they have practiced with different genres to build knowledge of a topic. This makes them ready to use a KLU in writing that matches the purpose. The example below shows KLU's across Unit 5.

UNIT 5		TEXT SET 1 EXPOSITORY TEXT	
Build Knowledge	8	Build Knowledge	40
My Quest	10	My Quest	42
Expository	12	Expository	44
Vocabulary/Word Walls	16	Vocabulary/Word Walls	48
Ask and Answer Questions/Inquiries	20	Ask and Answer Questions/Charts and Headings	50
Central Idea and Relevant Details	22	Author's Perspective	52
Response to Reading	23	Response to Reading	54
Research and Inquiry	25	Research and Inquiry	56
Expository	26	Expository	58
Expository	27	Expository	60
Expository	28	Expository	62
Author's Craft/Imagery	30	Author's Craft/Imagery	64
Make Connections/Show Your Knowledge	32	Make Connections/Show Your Knowledge	66
TEXT SET 2 HISTORICAL FICTION		TEXT SET 3 ARGUMENTATIVE TEXT	
Build Knowledge	34	Build Knowledge	68
My Quest	36	My Quest	70
Expository	38	Expository	72
Vocabulary/Word Walls	40	Vocabulary/Word Walls	74
Ask and Answer Questions/Inquiries	42	Ask and Answer Questions/Charts and Headings	76
Central Idea and Relevant Details	44	Author's Perspective	78
Response to Reading	46	Response to Reading	80
Research and Inquiry	48	Research and Inquiry	82
Expository	50	Expository	84
Expository	52	Expository	86
Expository	54	Expository	88
Author's Craft/Imagery	56	Author's Craft/Imagery	90
Make Connections/Show Your Knowledge	58	Make Connections/Show Your Knowledge	92
EXTENDED WRITING		CONNECT AND REFLECT	
My Quest	94	My Quest	96
Expository	96	Expository	98
Personal Narrative	98	Personal Narrative	100
CONNECT AND REFLECT		CONNECT AND REFLECT	
My Quest	102	My Quest	104
Expository	104	Expository	106
Expository	106	Expository	108
Expository	110	Expository	112
Author's Craft/Imagery	112	Author's Craft/Imagery	114
Make Connections/Show Your Knowledge	114	Make Connections/Show Your Knowledge	116
<p><b>Digital Tools</b> Find the video and other resources at <a href="http://wondersandme.com">wondersandme.com</a></p>			

**Depth** is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.KLU determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in KLUs.
- **Depth.KLU is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways congruent to the concepts, ideas, and practices embodied in KLUs (or prominent genres of schooling).**

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in Key Language Uses show?	
Depth.KLU: Indicators	Depth.KLU: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<input type="checkbox"/> Highlight <b>how KLUs work in particular disciplines.</b> (pp. 26, 217-218) <input type="checkbox"/> Offer <b>explicit explanations</b> of how KLUs work in a <b>variety of texts, tasks, and purposes</b> , examining and revealing common and unique linguistic and organizational features of each KLU. (p. 217) <input type="checkbox"/> Emphasize language use within <b>sociocultural contexts</b> (e.g., for particular purposes, topics, situations, participant's identities and social roles, audiences). (pp. 26, 363)	<ul style="list-style-type: none"> <li>• Explaining how KLUs are constructed and used in             <ul style="list-style-type: none"> <li>◦ a disciplinary community or communities? (e.g., an argument in language arts is different than a mathematical argument)?</li> <li>◦ a variety of texts and tasks? (e.g., exposure to various instances of argumentation)?</li> </ul> </li> <li>• Examining and revealing organizational patterns characteristic of the genre? (e.g., claim, evidence, and reasoning in Argue)</li> <li>• Drawing students' attention to the ways in which linguistic choices are shaped by the speaker's identity and social roles, as well as by topic, audience, purpose, and task? (e.g., I make different choices with language when I argue with my best friend or my boss)</li> <li>• Capturing the shared and unique ways in which KLUs work in a particular discipline?</li> <li>• Showcasing how the KLUs intersect, blend, and build on each other?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Depth.KLU** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

In the context of grade-level content learning, *Wonders* Grade 5 instructional materials highlight how KLUs work in particular disciplines.

*Wonders* Grade 5 provides ample opportunities for teachers and students to read, speak, write, and listen to arguments, narratives, explanations, and informational reports. Each unit of study provides guidance on instruction for teachers in all of the KLUs. The Instructional Routines Guide shows strategies for engaging in collaborative conversations with their peers. This gives students a chance to practice the KLUs while speaking to one another.

## Routines

The Collaborative Conversation routine aligns with the lessons provided in the **Teacher's Edition**, but allows you to take a flexible approach so you can meet the needs of all your students.

### Collaborative Conversation Routine

1. **Introduce the focus of the conversation.** Give students the topic they will discuss.

*In our discussion today, we'll be talking about how we can show that we are good citizens.*

2. **Review relevant guidelines to support student participation.**

Call attention to any guidelines or resources you want students to focus on. See the Collaborative Conversation mini posters on pages 25–27.

*As you talk, remember to wait for the other person to finish before you begin speaking.*

3. **Provide specific information so students know exactly what to do.** Tell students how much time they have to discuss, who they are talking with (partner, small group, whole group), and what you expect them to do as a result of the conversation (e.g., take notes, write a reflection, share with the larger group).

*You will be talking with a partner for one minute. At the end of the conversation, you'll have a chance to share your ideas with the rest of the class.*

4. **Monitor student conversations and provide corrective feedback as necessary.** Listen as students discuss to be sure they stay on topic and follow guidelines.

5. **Close the conversation(s).** Highlight positive behaviors and contributions.

*I noticed that all of you took turns and listened carefully to your partner. You also stayed on topic. And you had such good ideas to share with the rest of the class!*

#### Corrective Feedback

Point out what students are doing right. Redirect discussions that may have gotten off track by suggesting statements or questions that will refocus the discussion. Encourage students to build on one another's exchanges.

This structure helps to put the KLUs into action. The students are using the KLUs for a wide variety of purposes. In addition, the students are continuously working with all genres throughout the curriculum.

**Breadth** is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.KLU determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by KLUs.
- **Breadth.KLU is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **KLUs (or prominent genres of schooling)**.

### How do instructional materials consistently and systematically represent concepts, ideas, and practices congruent with the Key Language Uses?

#### Breadth.KLU: Indicators

In the context of grade-level content learning, materials support language development that consistently address teaching and learning about KLUs...

- ☐ Across **lessons**
- ☐ Across **units** of learning
- ☐ Across the **course** of study

#### Breadth.KLU: Key Questions

Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...

- Explain organizational patterns of KLUs across lessons, units, and the course of study?
- Highlight how KLUs connect to academic content standards and/or disciplinary practices across lessons, units, and the course of study?
- Support students in deconstructing and constructing KLUs across lessons, units, and the course of study?
- Expand what students can do with KLUs over lessons, units, and the course of study?

**Determination of Alignment:** Evidence submitted for criterion **Breadth.KLU** and its indicators is:

4 - Strong and comprehensive (3 indicators)


3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

Evidence of KLUs is present throughout the entire scope of *Wonders* Grade 5. Students are asked to use KLUs from the very first lesson. This continues throughout the program. When studying the Scope and Sequence of the materials, one can see practice with each KLU in a variety of contexts for a variety of purposes. In each *Wonders* Grade 5 unit, students are given opportunities to practice both informal and more formal writing. Language features of the specific genre are reviewed and practiced before the students use them in the context of their own writing and discussion. This is the format for all units of learning, allowing for teachers to expand what students can do with KLUs over all lessons and all units.

												
Grade 5 • Unit 5 • Scope and Sequence												
<b>Unit Overview</b> <b>Test Set 1</b> <b>Weeks 1 and 2</b>  <b>Essential Question:</b> How can shared experiences help people adapt to change?  <b>Genre:</b> Expository Text  <i>(Differentiated Genre: Persuasive available)</i>	<b>Week 1</b> <b>Week 2</b> <b>Week 3</b> <b>Week 4</b> <b>Week 5</b> <b>Week 6</b> <b>Week 7</b> <b>Week 8</b> <b>Week 9</b> <b>Week 10</b> <b>Week 11</b> <b>Week 12</b> <b>Week 13</b> <b>Week 14</b> <b>Week 15</b> <b>Week 16</b> <b>Week 17</b> <b>Week 18</b> <b>Week 19</b> <b>Week 20</b> <b>Week 21</b> <b>Week 22</b> <b>Week 23</b> <b>Week 24</b> <b>Week 25</b> <b>Week 26</b> <b>Week 27</b> <b>Week 28</b> <b>Week 29</b> <b>Week 30</b> <b>Week 31</b> <b>Week 32</b> <b>Week 33</b> <b>Week 34</b> <b>Week 35</b> <b>Week 36</b> <b>Week 37</b> <b>Week 38</b> <b>Week 39</b> <b>Week 40</b> <b>Week 41</b> <b>Week 42</b> <b>Week 43</b> <b>Week 44</b> <b>Week 45</b> <b>Week 46</b> <b>Week 47</b> <b>Week 48</b> <b>Week 49</b> <b>Week 50</b> <b>Week 51</b> <b>Week 52</b> 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Wonders

## Feedback: Alignment to Framework Component III – Language Expectations

Language Expectations are goals for content-driven language instruction. Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of Language Functions, which in turn are supported by example Language Features (e.g., types of sentences, clauses, phrases, and words).

Learn more about Language Expectations on pages 28-30.

Take a look at grade-level cluster materials to see Language Expectations (with Language Functions and Language Features)

Appendix B offers sample correspondence tables for academic content standards and Language Expectations

Appendix C offers a compilation of all Language Expectations, K-12

“Appendix F: Theoretical Foundations” offers an overview of theories and research that informed the development

**Match** is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.LE determines whether the **same or consistent concepts and ideas** about language development embodied in Language Expectations appear in materials.
- **Match.LE is met** if evidence related to indicators clearly shows that materials **explicitly and concretely connect to Language Expectations (or content-driven language goals and objectives)**

How do instructional materials <u>connect</u> to Language Expectations?	
Match.LE: Indicators	Match.LE: Key Questions
In the context of grade-level content learning, instructional materials...	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that...
<input type="checkbox"/> <b>Define</b> Language Expectations for units and lessons (pp. 28, 237)	<ul style="list-style-type: none"><li>● Include Language Expectations?</li><li>● Derive Language Expectations from academic content standards?</li><li>● Support expansion of what students can do in relation to Language Expectations?</li><li>● Support students to work with interpretive and expressive communication modes as they engage with disciplinary practices, texts, and tasks?</li></ul>
<input type="checkbox"/> <b>Connect Language Expectations to academic content</b> standards and practices. (pp. 29, 266)	
<input type="checkbox"/> Address <b>interpretive and expressive</b> communication modes (separate or integrated modes) (p.28)	

**Determination of Alignment:** Evidence submitted for criterion **Match.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

### Review Notes:

*Wonders* Grade 5 materials reflect language expectations. An example of these language expectations is found in Unit 2 Week 3 Paired Reading materials of the resources in the daily lessons (on folktales). Students are asked to find text evidence using details and key ideas. ELD-LA.4-5.Inform.Expressive






**FIND TEXT EVIDENCE**

Read aloud "Foul Shot" on pages 142-143 in the **Literature Anthology**. Think about how the speaker describes what is happening. On page 143, many of the lines have only one word. This stretches out the moments before the ball drops, creating suspense. The voice in these lines sounds very excited and focused on the game.

**Your Turn** Reread lines 11-13 on page 143.

- How are these lines different than the rest of the poem? \_\_\_\_\_
- How do these lines contribute to the voice in the poem? \_\_\_\_\_

The Teaching Guide accompanying each daily lesson includes support for expansion of what students can do in relation to language expectations. An example of this expansion support is reflected in Unit 3 Week 4 of the daily lessons. There is a section under differentiated instruction that provides language and words needed for each level of students, approaching level, on level, beyond level, and ELL which provide appropriate suggestions at each proficiency level.

 <b>Differentiated Instruction</b>
 <b>APPROACHING LEVEL</b>
Fluency Fluency <b>TIER TWO</b>
Comprehension Review Central Idea and Relevant Details
Comprehension Self-Selected Reading
 <b>ON LEVEL</b>
Vocabulary Review Academic Vocabulary
Comprehension Self-Selected Reading
 <b>BEYOND LEVEL</b>
Comprehension Self-Selected Reading
 <b>ENGLISH LANGUAGE LEARNER</b>
Writing Workshop Extended Writing 1 - Argumentative Writing

There are opportunities for students to work with interpretive and expressive communication modes as they engage with disciplinary practices, units, lessons, texts, and tasks. An example of interpretive and expressive modes can be found in the resource library for Unit 3 Week 4. Students are asked to read a passage about studying abroad, reflect on the reading with a partner, and write about the passage which reflects an example of each communication mode in action.



**Depth** is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.LE determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in Language Expectations.
- **Depth.LE is met if** evidence related to indicators clearly show that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways** congruent to the concepts, ideas, and practices embodied in **Language Expectations (or content-driven language goals that help students understand how language and genre work in service of disciplinary learning)**.

How do instructional materials reflect the <b>linguistic purposes, variety, and complexity</b> embodied in the Language Expectations?	
Depth.LE: Indicators In the context of grade-level content learning, instructional materials...	Depth.LE: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<input type="checkbox"/> Guide educators to <b>systematically expand choices students can make with language</b> through explicit teaching of <b>Language Functions</b> related to a Language Expectation. (pp. 29, 364) <input type="checkbox"/> Guide educators to systematically expand choices students can make with language through exploration of <b>Language Features</b> that carry out particular Language Functions. (pp. 30, 365) <input type="checkbox"/> Highlight the dynamic relationship between a) Language Expectations, b) Language Functions, and c) Language Features, thereby <b>illustrating how language works in functional ways in service of learning</b> (pp. 30, 365)	<ul style="list-style-type: none"> <li>• Exploring how Language Functions work?</li> <li>• Exploring how Language Features carry out particular Language Functions?</li> <li>• Highlighting the relationship between the Language Expectations, Language Functions, and Language Features?</li> <li>• Making the language of content learning visible for students?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Depth.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)

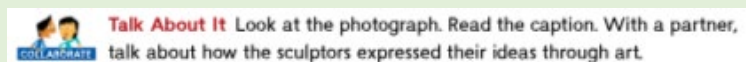
3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

The materials found in *Wonders* Grade 5 provide opportunities for students to explore how language functions work. This is reflected in the language learning options that accompany each lesson. An example is found in Unit 4 Week 5 of the daily lessons. Students are asked to discuss with a partner about a passage that was read.




The materials explore how language features carry out particular language functions. An example of the features supporting the function can be used to extend the example above where students are asked to generate written examples for topic-related words using complete sentences. Another example of the features in action are when they are used to carry out the function when students are asked to respond to a writing prompt using supporting ideas to support their writing piece using time and event sequencing.

The materials also make the language of content learning visible for students. The texts and topics provide opportunities for multilingual learners to develop content and language concurrently. Teachers can use the reading writing companion unit to extend the lesson. An example is reflected in Unit 2 Week 3 in the story of *Machu Picchu: Ancient City* where teachers use the informational text as a platform for building student’s language through content. ELD-LA.4.5

Reread
PAIRED SELECTION

## Dig This Technology!


**1** Another tool archaeologists use is a device that looks like a lawn mower. Called “ground penetrating radar” (GPR), it uses radar to locate artifacts under the ground. Radar bounces radio waves off an object to show its location. The diagram below shows how GPR helps archaeologists find artifacts.



Literature Anthology:  
pages 222-223

**Ground Penetrating Radar**  
One antenna sends radio waves into the ground. The other antenna receives waves when they bounce back. A wave that hits an object bounces back at a different depth than other waves. The depths are plotted on a display screen, revealing buried objects.

Reread paragraph 1. Circle how the author describes the ground penetrating radar to help you understand what it looks like. Underline what the GPR does.

  
**COLLABORATE**

Look at the diagram. Talk with a partner about what the caption describes and what you see in the diagram. How does this help you understand more about what the GPR does? Use text evidence to write your response here:

**Breadth** is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.LE determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by Language Expectations.
- **Breadth.LE is met** if evidence related to indicators clearly shows that materials **consistently and systematically** address teaching and learning in service of **Language Expectations (or content-driven language goals that help students understand how language and genre work in service of disciplinary learning)**.

How do instructional materials <u>consistently and systematically</u> represent concepts, ideas, and practices congruent with the Language Expectations?	
<b>Breadth.LE: Indicators</b> In the context of grade-level content learning, materials support language development that consistently address teaching and learning about Language Expectations...	<b>Breadth.LE: Key Questions</b> Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<input type="checkbox"/> Across <b>lessons</b>  <input type="checkbox"/> Across <b>units</b> of learning  <input type="checkbox"/> Across the <b>course</b> of study	<ul style="list-style-type: none"> <li>• Expand what students can do in relation to Language Expectations over lessons, units, and the course of study?</li> <li>• Explore how Language Functions and Language Features help students achieve the purposes of the Language Expectations over lessons, units, and the course of study?</li> <li>• Support students to engage with interpretive and expressive communication modes across lessons, units, and the course of study?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Breadth.LE** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

The materials for *Wonders* Grade 5 expand on what students can do in relation to language expectations over lessons, units, and the course of study and follow the same format consistently. The language expectation (objective) is clearly stated at the beginning of each unit as reflected in the daily lesson guide for teachers. Students engage in multiple activities throughout the lesson that expand on the language expectation. The recursive routines found in the materials provide consistency, allowing students to automatize lesson and activity procedures and focus on expanding what they can do around language expectations. This is reflected in the scope and sequence outline. The materials include an Instructional Routines Handbook which outlines classroom routines that can be replicated in each lesson across all units. These routines help to reinforce consistency and expectations for the content and classroom. Some of the essential routines include: Collaborative Conversations, Reading, Writing, and Word Work.

Each lesson in the unit provides students with opportunities to explore how language functions and language features help students achieve the purposes of the language expectations over lessons, units, and the course of study. The ELL Small Group Guide provides language features within the independent time activities where students can practice reading, writing and vocabulary with differentiated writing frames.

The materials available in *Wonders* support students as they engage with interpretive and expressive communication modes across lessons, units, and the course of study. An example of this is seen in the

ELL Small Group Guide resources that accompany the materials. Each lesson provides opportunities for students to listen, speak, read, and write. Students are asked to read, take notes, and share their notes with a partner.

## Feedback: Alignment to Framework Component IV – Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are an articulation of student language performance across six levels of English language proficiency. PLDs are written in interpretive and expressive communication modes, and represent three dimensions of language use: discourse, sentence, and word/phrase. While Language Expectations offer goals for how all students might use language to meet academic content standards, PLDs describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations. In this way, PLDs can inform choices about how to monitor and support learning, so that instructional materials and instruction can maintain grade-level cognitive challenge and rigor while intentionally scaffolding content and language development.

Learn more about PLDs and the dimensions of language on pages 31-34.

PLDs appear in grade-level cluster materials (Section 3).

Appendix D offers some technical notes about PLDs, as well as a compilation of all PLDs, K-12 (p. 329).

**Match** is the degree to which instructional materials **connect** to each component of the Framework.

- Criterion Match.PLD determines whether the **same or similar concepts and ideas** about language development appear in materials and the PLDs.
- **Match.PLD is met** if evidence related to indicators clearly shows that materials **explicitly and concretely connect to PLDs (or research-based typical trajectories of language development)**.

How do instructional materials <b>connect</b> to Proficiency Level Descriptors (PLDs)?	
Match.PLD: Indicators In the context of grade-level content learning, instructional materials...	Match.PLD: Key Questions
<input type="checkbox"/> Offer a range of possibilities for language development targets for multilingual learners who may be in various stages of language development as described in the six levels of the PLDs. (pp. 34, 329) <input type="checkbox"/> Provide opportunities for monitoring language growth over time as described in the six levels of the PLDs. (pp. 31, 33) <input type="checkbox"/> Suggest scaffolding of content and language development across PLD levels. (pp. 31, 57, 248-249, 331, 362)	<ul style="list-style-type: none"> <li>• Reflecting a range of language development targets for students at different levels of English proficiency?</li> <li>• Monitoring language growth over time?</li> <li>• Scaffolding and supporting student learning through all six levels of the PLDs?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Match.PLD** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

### Review Notes:

In the context of grade-level learning, *Wonders* Grade 5 instructional materials offer a range of possibilities for language development targets for multilingual learners who may be in various stages of language development as described in the six levels of the Proficiency Level Descriptors. Teachers are encouraged to use a variety of differentiated texts as shown in the example below from *Wonders* Grade 5 Teacher's Guide for Unit 5 Week 1.

LESSONS

3-6

READING • ANCHOR TEXT

## When Is a Planet Not a Planet?

Lexile 980L

**LEARNING GOALS**

**Read** We can apply strategies and skills to read expository text.

**Reread** We can reread to analyze text, craft, and structure and compare texts.

Have students apply what they learned as they read.

**What makes this text complex?**

- Sentence Structure
- Specific Vocabulary
- Genre
- Connection of Ideas
- Purpose

Distinguish among objects in the Solar System, including the Sun, Earth, planets, moons, asteroids, comets, and discuss their interactions.

**Close Reading Routine**

**Read** DOK 1-2

- Identify important ideas and details.
- Take notes and summarize.
- Use prompts as needed.

**Reread** DOK 2-3

- Analyze the text, craft, and structure.
- Use *Reading/Writing Companion*, pp. 24-26

**Integrate** DOK 3-4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Complete the Show Your Knowledge task.
- Inspire action.

T28 UNIT 5 TEXT SET 1

Genre • Expository Text

# When Is a Planet Not a Planet?

## The Story of Pluto

by Elaine Scott

**Essential Question**  
How can scientific knowledge change over time?  
Read about how knowledge about our solar system has changed over time.

Go Digital

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Literature Anthology, pp. 346-347

**DIFFERENTIATED READING**

You may wish to read the full selection aloud once with minimal stopping before you begin using the Read prompts.

**Approaching Level** Have students listen to the selection summary. Use the Reread prompts during Small-Group time.

**On Level and Beyond Level** Pair students or have them independently complete the Reread prompts on *Reading/Writing Companion*, pages 24-26.

**English Language Learners** Have ELLs listen to the summary of the selection, available in multiple languages. See also *ELL Small Group Guide*.

Teachers are given resources for scaffolding of content and differentiated language supports throughout the curriculum.

The material reflects a range of language development targets for students at different levels of English proficiency.

Both the interpretive and expressive modes are reflected in the complete set of *Wonders* Grade 5 materials. Each lesson provides teachers with opportunities to engage students in listening, speaking, viewing, representing, reading, and writing. The curriculum provides a wealth of resources for teachers to assess using rubrics. These rubrics would also be useful guides for teachers to create success criteria with their students. At the beginning of each Unit, students are encouraged to make goals for themselves. This structure allows the students to have agency when it comes to how they are being assessed or graded.

MY GOALS

1

2

3

4

1

2

3

4

Think about what you already know. Fill in the box. You'll learn more with practice.

Think about what you learned. Fill in the box. What is getting easier for you?

1

2

3

4

1

2

3

4

**What I Know Now**

I can read and understand expository text.

I can use text evidence to respond to expository text.

I know how scientific knowledge changes over time.

**What I Learned**

I can read and understand expository text.

I can use text evidence to respond to expository text.

I know how scientific knowledge changes over time.

Key

1 = I do not understand.

2 = I understand but need more practice.

3 = I understand.

4 = I understand and can teach someone.

You will come back to the next page later.

*Wonders* Grade 5 curriculum suggests scaffolding of content and language development across PLD levels. In each unit, teachers are able to meet their students where they are in their language

37

journey. The example below shows an excerpt from the “Bridge to English” resource which explains strategies for connecting to students’ languages of strength.

### SPEAKING AND LISTENING

Write the word *invention* on the board. Explain that in the passage *Exploring the Deep Ocean*, they read about an invention called a submersible. This technology helped change how scientists think about the deep ocean and life on our planet.

Brainstorm other important technological inventions, such as the car, phone, Internet, light/ electricity, and list them on the board. Then have students work in small groups of different proficiency levels. Tell each group to choose an invention. Write these questions on the board: 1. *What is your invention?* 2. *Why is it important?* Tell each group to create a poster to illustrate their ideas and show the effect of the invention on our lives. Use one invention as an example:

**The Airplane:** Planes fly and go fast. → People can go long distances in a short time.  
→ People can travel around the world. → People can learn about other cultures.

Monitor the groups to make sure each student participates in the discussion. When the groups have completed their posters, ask volunteers to share their group’s invention with the class.

### WRAP-UP

Summarize the week’s learning with the class. Write the Essential Question on the board: *How can scientific knowledge change over time?* Work with students to list some ideas on the board, such as: *Scientific knowledge can change over time when we use new technologies to learn more about the world. For example, in the past, researchers believed nothing lived in the deep ocean because it is very dark and cold. But new technologies showed that animals CAN live in the deep sea. Also in the past, people thought the sun orbited (went around) the Earth. Then, Galileo’s telescope showed that the Earth goes around the sun. Review any vocabulary that students are still unsure about.*

### LANGUAGE TRANSFER

Review with students key similarities and differences between Spanish and English introduced in this lesson.

#### TRANSFERABLE SKILLS

In both English and Spanish, a descriptive adjective can follow a *be* verb (*ser/estar*):

Spanish: *Esta parte del océano es oscura y fría.*

English: *This part of the ocean is dark and cold.*

#### NON-TRANSFERABLE SKILLS

In Spanish, adjectives often follow the noun. In English, adjectives come before the noun.

Spanish: *el mar profundo*      English: *the deep sea*

Also, in Spanish, adjectives change when a noun is plural to agree in number. In English, this does not happen.

Spanish: *ojos grandes*      English: *big eyes*



Bridge to English T95D



**Depth** is the degree to which instructional materials capture the **linguistic purpose, variety, and complexity** resident in each component of the Framework.

- Criterion Depth.PLD determines whether materials reflect the linguistic purpose, variety, richness, and complexity embodied in PLDs.
- **Depth.PLD is met if** evidence related to indicators clearly shows that materials are planned to support multilingual learners to **develop language in purposeful, varied, and ever-expanding ways congruent to the concepts, ideas, and practices embodied in PLDs (or research-based typical trajectories of language development).**

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in the PLDs?	
Depth.PLD: Indicators In the context of grade-level content learning, instructional materials...	Depth.PLD: Key Questions Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction supporting language development in purposeful, varied, and expanding ways through...
<input type="checkbox"/> Address three dimensions of language: <b>discourse, sentence, and word/phrase</b> . (pp. 31, 366) <input type="checkbox"/> Maintain the <b>same cognitive rigor for all</b> students while using the PLDs to account for and <b>support different ways individual</b> multilingual learners might develop <i>across the six levels</i> . (p. 101) <input type="checkbox"/> Guide teachers to <b>scaffold</b> learning in relation to <b>various factors</b> (student strengths and needs, interests, prior experiences, level of language proficiency, communicative purpose of the situation, task, etc.). (pp. 33, 333)	<ul style="list-style-type: none"> <li>• Attending to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts?</li> <li>• Maintaining the same grade-level cognitive rigor for all students while offering multiple entry points and responsive support processes?</li> <li>• Interactional scaffolding that is responsive to students' current strengths and needs?</li> <li>• Monitoring students' language growth in multiple and varied ways? (e.g., through types of embedded classroom assessments)</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Depth.PLD** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

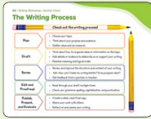
*Wonders* Grade 5 materials, attend to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts. The material provides opportunities within each unit of learning to meet the needs of students on all proficiency levels.

Grade 5 materials maintain the same cognitive rigor for all students while using the PLDs to account for and support different ways individual multilingual learners might develop across the six levels of proficiency. All students are interacting with the same grade-level content.

The example below from Unit 5's Teaching Guide shows strategies to help foster language development for multilingual learners while maintaining the rigor of the curriculum.

## Writing

### Center Activity Cards



Writing Process Card 43



Research Report Card 46

### Extended Writing

Have students continue developing their **personal narratives**.

### Practice Book BLMs

**Grammar:** pages 289–293  
**Spelling:** pages 294–298  
**Handwriting:** pages 361–396



### Self-Selected Writing

Share the following prompts.

- If you could be any animal, what would you be? What do you like about that animal?
- Imagine that a helpful plant species is being threatened. How could you try to save it?
- What do you appreciate most about nature?
- Write about a goal that you have. Why do you want to accomplish this goal?

### Digital Activities



Grammar



Spelling

### Content Area Connections



**Content Area Reading Blackline Masters**

- Additional texts related to Science, Social Studies, and the Arts

**Research and Inquiry**

- Environmental Changes

**Inquiry Space**

- Choose an activity

**Breadth** is the degree to which instructional materials **consistently** represent each component of the Framework.

- Criterion Breadth.LE determines whether materials consistently and systematically support language development in ways that are congruent with the concepts, ideas, and practices represented by PLDs.
- **Breadth.PLD is met** if evidence related to indicators clearly shows that materials **consistently and systematically address teaching and learning that is informed by the PLDs (or research-based typical trajectories of language development)**.

How do instructional materials <u>consistently and systematically</u> represent concepts, ideas, and practices congruent with the Language Expectations?	
Breadth.PLD: Indicators	Breadth.PLD: Key Questions
In the context of grade-level content learning, materials support language development that consistently address teaching and learning that is informed by PLDs...	Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<input type="checkbox"/> Across <b>lessons</b> <input type="checkbox"/> Across <b>units</b> of learning <input type="checkbox"/> Across the <b>course</b> of study	<ul style="list-style-type: none"> <li>• Reflect a range of language development targets across lessons, units, and the course of study?</li> <li>• Monitor student language growth across lessons, units, and the course of study?</li> <li>• Address three dimensions of language: discourse, sentence, and word/phrase across lessons, units, and the course of study?</li> <li>• Maintain the same cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency—across lessons, units, and the course of study?</li> <li>• Scaffold learning for students in relation to various factors (student strengths and needs, interests, prior experiences, communicative purpose, task, etc.) across lessons, units, and the course of study?</li> </ul>

**Determination of Alignment:** Evidence submitted for criterion **Breadth.PLD** and its indicators is:

4 - Strong and comprehensive (3 indicators)

3 - Present (2 indicators)

2 - Present but insufficient (1 indicator)

1 - Not yet sufficiently present (no indicators)

#### Review Notes:

Examples of PLDs are evident throughout the scope of the *Wonders* Grade 5 materials. They reflect a range of language development targets across the units of learning. Students have access to language frames, anchor charts, and words for learning in each unit of learning.

*Wonders* Grade 5 provides resources to maintain cognitive rigor for all students while supporting multilingual learners at various levels of English proficiency. For example, students are asked to collaborate with their peers to discuss evidence of their learning in a variety of ways. In the resource, "Oral Language Sentence Frames," students are given supports to engage in content related discourse and discussion.

## Independent and Collaborative Work

As you meet with small groups, the rest of the class completes activities and projects that allow them to practice and apply the skills they have been working on.

### Student Choice and Student Voice

- Print the My Independent Work blackline master and review it with students. Identify the "Must Do" activities.
- Have students choose additional activities that provide the practice they need.
- Remind students to reflect on their learning each day.

My Independent Work BLM

### Reading

#### Independent Reading Texts

Students can choose a Center Activity Card to use while they read independently.

**Classroom Library**  
A Black Hole is NOT a Hole  
Genre: Expository Text  
Lexile: 900L

The Mighty Mars Rovers:  
The Incredible Adventures  
of Spirit and Opportunity  
Genre: Expository Text  
Lexile: 950L

#### Unit Bibliography

Have students self-select independent reading texts about scientific viewpoints.

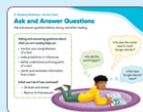
#### Leveled Texts Online

- Additional Leveled Readers in the **Leveled Reader Library Online** allow for flexibility.
- Six leveled sets of **Differentiated Genre Passages** in diverse genres are available.
- **Differentiated Texts** offer ELL students more passages at different proficiency levels.

#### Additional Literature

**Differentiated Genre Passages**  
Genres: Personal Narrative, Social Studies  
Article, Fable, Myth, Legend, Tall Tale

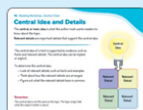
#### Center Activity Cards



Ask and Answer Questions Card 1



Argumentative Text Card 29



Central Idea and Details Card 14



Literal & Figurative Language Card 87



Diagrams Card 25



Digital Activities

Comprehension



*Wonders* Grade 5 provides multiple opportunities for students to practice each of the three dimensions of academic language. In each unit of learning throughout the curriculum, students are encouraged to interact with vocabulary words in a variety of contexts. There are opportunities for instruction in language features that are specific to a genre, and there are multiple opportunities to use these words and features in context.

## V. Feedback: Summary of Alignment Strengths and Potential Areas of Growth

### PRIME Report Part D: Summary of Alignment and Potential Areas of Growth

Alignment to	Strengths	Potential Areas of growth
Big Ideas	<i>Wonders</i> aligns with all four Big Ideas. The asset-based philosophy is especially evident in the curriculum. <i>Wonders</i> theory of action is grounded in the belief that a high-quality equitable solution provides all students with opportunities to access and fully engage with rigorous, grade-level standards.	
ELD Standards Statements	<p>Although this curriculum is designed to meet ELD Standards 1 &amp; 2, evidence of Science and Social Studies is present as well.</p> <p>The materials follow a pattern for all units. The content and language objectives are clearly aligned in all of the materials.</p>	
Key Language Uses	The materials allow for instruction and practice with all four of the Key Language Uses.	
Language Expectations	The Language Objectives within the curriculum mirror WIDA's Language Expectations, Functions, and Features.	
Proficiency Level Descriptors	There are multiple ways to meet students where they are on their language journey. Some of these include ELL Small Group Guide, Newcomers Materials, and multiple suggestions for content differentiation.	

## Consensus Determination for Seal Eligibility

**Review Team:** Talia W. Gray, Anna S. Sargent

**Lead Reviewer:** Talia W. Gray

**Year-Long Course of Study Submitted for Review:** The materials referenced in the submission include the following:

Teacher components: Teacher's Edition, ELL Small Group Guide, Instructional Routines Handbook, Language Development Kit, Newcomers Kit, Foundational Skills Kit, Language Transfers Handbook, ELL Unit Assessments;

Student components: Reading/Writing Companion, Literature Collection, Scaffolded Shared Read, Oral Language Sentence Frames, Shared Read Writing Frames, ELL Anchor Text Support, ELL Extended Writing Resources, Differentiated Genre Passages, Leveled Readers, Differentiated Texts

**Supplementary Materials Included in Year-Long Course of Study:** N/A

**Materials for Adjacent Grade Levels Within the Same Grade-Level Cluster Submitted for Review:** N/A

**Submission Date:** July 11, 2023

**Educational Entity:** McGraw Hill

### REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

**Publisher:** McGraw Hill

**Title of Materials:** *Wonders* © 2023, Grade 5

**Grade Level/Levels:** Grade 5

#### Determination of Alignment

Evidence for alignment criteria is...

4-Strong and comprehensive (3 indicators)

3-Present (2 indicators)

2-Present but insufficient (1 indicator)

1-Not yet sufficiently present (no indicators)

Final  
Consensus  
Criterion  
score  
(4-3-2-1)

Final score:  
Framework  
Components  
(4-3-2-1)

#### ELD Standards Statements

Match.ELD.1

4

Match.ELD.2-5

4

Depth.ELD

4

Breadth.ELD

4

Lowest criterion  
score earned for  
ELD Standards  
Statements:  
4

#### Key Language Uses

Match.KLU

4

Depth.KLU

4

Breadth.KLU

4

Lowest criterion  
score earned for  
Key Language  
Uses:  
4

#### Language Expectations

Match.LE

4

Depth.LE

4

Breadth.LE

4

Lowest criterion  
score earned for  
Language  
Expectations:  
4

#### Proficiency Level Descriptors

Match.PLD

4

Depth.PLD

4

Breadth.PLD

4

Lowest criterion  
score earned for  
Proficiency Level  
Descriptors:  
4

Eligibility to earn the PRIME 2020 Seal of Alignment

**Yes / No**

**Lead Reviewer:** Talia W. Gray  
**Date:** 8.20.23