



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 3

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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: Third 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 K 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.

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

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 3 reflect students' cultures, languages, and backgrounds. An example is found in the teacher resource materials. There are pintables that are reflective of different cultures as found in one entitled "The Culture Fair" in Unit 1 Week 1. Another example where cultures and languages are reflected is in the leveled readers for students. One paired reading text that is available for students is *Gustaf Goes to America* which is a book about celebrating Swedish culture. This is one of the many books available in the leveled readers for students.

The materials support language for social and instructional interactions. Week 4 of Unit 1 is a continuation of the culture's unit. There is a section called "paired read" where students work with a partner and read a text then work with one another on a procedural activity reflective of the text for the week, *A Row of Lamps*. Upon completion of the reading, students are asked to work with their partner and research a tradition, write about the tradition, and share their findings with others in the class.

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 Unit 2 Week 4. The specific grammar activity for the lesson focuses on mechanics and commas. Students are provided with a brief discussion and examples of different scenarios addressing comma use and then students are asked to apply those rules to given sentences.

- Use commas to separate three or more items in a series. Do not use a comma after the last word: *I bought milk, eggs, and apples.*
- Use a comma in direct address after the name of a person being spoken to and after words such as *yes* and *no* when beginning a sentence: *Ali, I like your tie! Yes, I will go to the beach with you.*

Rewrite each sentence. Add commas in the correct places.

1. Our new address is 24 Elm Street Madison Ohio.

2. I got books toys and a basketball for my birthday.

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 connect 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...
<input type="checkbox"/> Integrate language development with content learning. (p. 24) <input type="checkbox"/> Guide teachers to support multilingual learners to communicate information, ideas, concepts, and engage in disciplinary practices necessary for academic success in at least one of the ELD Standards Statements. (pp. 24, 360) <input type="checkbox"/> Include interactive activities and opportunities for discussion as multilingual learners simultaneously develop language and conceptual understandings. (pp. 19-20, 25, 362)	<ul style="list-style-type: none"> • Refers to ELD Standards Statements as drivers of language development? • Supports multilingual learners to develop language while simultaneously engaging in grade-level content instruction? • Supports multilingual learners to communicate information, ideas, concepts, and engage in disciplinary practices? • Includes opportunities for multilingual learners to engage in interactive activities and discussions to simultaneously develop language and conceptual understandings?

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 3 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 5 Week 1 classroom materials and is designed to guide students as they walk through the author’s claim. The daily lesson planner includes lesson support that addresses content language arts standards. The teacher resources available include sentence stems and sentence frames that can be used with each lesson.

Standards

Build Knowledge
Common > Language Arts > 2010 >
Common Core State Standards

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).


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.

“The Impossible Pet Show”



Text Reconstruction

Focus on a single chunk of text to support comprehension and language development across the four domains.

1. Read aloud the last paragraph on page 133 in “The Impossible Pet Show” while students just listen.
2. Write the following on the board, providing definitions as needed: *confidence*, *nervous*, and *discovered*. Instruct students to listen for these words as you read the paragraph a second time.
3. Read the paragraph a third time. Tell students to listen and take notes.
4.  Have students work with a partner to reconstruct the text from their **COLLABORATE** notes. Help them write complete sentences as needed.
5. Have students look at the original text. Ask them to tell what the paragraph is mostly about (*how Daniel feels after the talent show*). Tell students they are going to examine the character development, or how the characters’ thoughts and feelings may change as they experience the events of the plot.

The materials included in *Wonders* Grade 3 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

Children will use complete sentences to explain the main message or big idea in the story.

Children will inform by writing sentences with a correct subject.

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.

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.

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"> <input type="checkbox"/> Guide teachers to use strength-based approaches, leveraging students’ experiential, linguistic, and cultural backgrounds, and intersectional identities in relation to disciplinary learning (ELD-SI). (p.24) <input type="checkbox"/> Offer ample opportunities for students to engage in social and instructional interaction, and for interactive learning (ELD-SI). (p.25) <input type="checkbox"/> Attend to language development in a clear, systematic, and explicit way to enhance learning in disciplinary contexts (ELD-LA, ELD-MA, ELD-SC, and ELD-SS). (p. 354) 	<ul style="list-style-type: none"> • Taking an asset-based approach and supporting multilingual learners to use their experiences, linguistic and cultural backgrounds, and intersectional identities in multiple ways? • Supporting multilingual learners to interact with peers and adults in multiple ways? • Supporting students in developing metacognitive and metalinguistic competencies? • Explicitly developing language in service of grade-level disciplinary knowledge, skills, concepts, and practices?

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 3 *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 readers include books that explore and discuss topics related to culture and experiences. Some of the titles included that reflect culture and experiences are *The Culture Fair* and *Peter’s Powwow Dance*. 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 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 can listen, speak, read, and write.

▶ Reading
▼ Differentiated Instruction
▶ APPROACHING LEVEL
▶ ON LEVEL
▶ BEYOND LEVEL
▼ ENGLISH LANGUAGE LEARNER
Level Up LEVELED READER <i>The Fuel of the Future</i>
Opinion Writing
Opinion Writing
Assessment Summative Assessment

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 of Unit 5 Week 6 as an example. The lesson standards for the grade level are included which reflect grade level standards, lesson objectives, learning goals, and academic language needed. This format allows the teacher to address grade level topics and the needed support for multilingual learners.

- ▶ STANDARDS
- ▶ OBJECTIVES
- ▶ ELA ACADEMIC LANGUAGE
- ▶ LEARNING GOALS
- ▶ DIFFERENTIATED READING
- ▶ ELL ENGLISH LANGUAGE LEARNERS

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 lessons <input type="checkbox"/> Across units of learning <input type="checkbox"/> Across the course of study	<ul style="list-style-type: none"> • 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? • 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? • Support multilingual learners to interact with peers and adults across lessons, units, and the course of study? • Support multilingual learners in developing metacognitive and metalinguistic competencies across lessons, units, and the course of study?

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 3 *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 available include *The Culture Fair* and *Peter's Powwow Dance*. 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 resource 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: 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, provide 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 can 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 connect 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"/> Define KLUs (pp. 27, 217, 288, 363) <input type="checkbox"/> Identify the relationship between KLUs and academic content standards. (pp. 26, 288, 363) <input type="checkbox"/> Explain how genres work as a way of organizing language use. (pp. 26, 217, 354)	<ul style="list-style-type: none"> • Define KLUs? • Connect KLUs to academic content standards and disciplinary practices? • 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)

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 3 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 Grade 3 Unit 3 students are interacting with several genres within the unit. Students read Informational texts as well as Folktales. The culminating activity for Unit 3 includes an argument essay. So, in one unit, students study and interact with three KLUs: Inform, Narrate, and Argue.

WRITER'S NOTEBOOK Wonders Teacher

Opinion Essay (Unit 3 Project 2)

My Students Teacher Resources Student Resources

Guided Model Interactive Model Plan Draft Revise Edit Publish

Darren responded to the writing prompt. Write an opinion essay for a children's travel magazine about whether or not airplanes are the best way to travel.

Analyze the rubric: A rubric tells you what needs to be included in your writing.

The first successful airplane flew in 1903. For the first time in history, people could fly! Today, airplanes are a regular part of life. Air travel lets people see the world in a fast and safe way. That's why airplanes are the best way to travel.

Why do millions of people fly every day? It may be because it is easy to get almost anywhere by plane. The Department of Transportation's website lists thousands of airports around the world. In fact, there are thirteen international airports in Florida alone! People may complain about airport security and wait times, but security checks are needed to keep passengers safe.

Airplanes are the fastest way to travel. In the past, ships were the only way to cross the ocean. The article "From Shore to Shore" states that crossing the Atlantic Ocean by boat took over five weeks. Today, a flight is just eight hours. When traveling over land, some people go by car or train. A drive or train ride from Washington to Florida takes over two days. But a flight is under five hours. People can get where they're going quickly instead of traveling for days.

The safest way to travel is by plane. The article "The Best Way to Go" describes a study by Northwestern University. It compared the number of serious accidents in different vehicles. Airplanes topped the list as the safest vehicle to travel in. That's no surprise! Many safety tests are done on planes before they fly. Pilots get years of training. Planes get even safer as technology improves.

Air travel connects people and places. This is the greatest benefit of flying. World leaders can meet face-to-face. Emergency workers can rush to places in need. People can travel to new places and learn about different cultures. Those things were difficult to do before airplanes. Now, we can travel quickly and safely. When people choose how to travel, they should choose to fly!

Directions: Read the student model to the left. When you come across a highlighter icon, click on it to learn about writing traits and techniques shown in the model.

Language Proficiency-Speaking: Reading aloud can help you understand the text and appreciate the rhythm and flow of writing. Reading aloud can also help you develop your reading skills and build your vocabulary. Read this student model aloud. If you are unsure of how to pronounce any of the words, you might click on the icon to listen to a recorded reading of the student model before you attempt to read aloud the text yourself.

Printable Workshop

In the context of grade-level content learning, *Wonders* 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 teacher's guide for Unit 3 shows connections to academic content standards. These connections are present throughout the entire curriculum.

TEXT SET 1 Student Outcomes
✓ Tested in *Wonders* Assessments

READING: BUILD KNOWLEDGE

FOUNDATIONAL SKILLS

Phonics and Word Analysis

- Decode words with r-controlled vowels.
- Use knowledge of contractions to decode words.
- Use knowledge of the prefixes un-, re-, and pre- to decode words.

Fluency

- Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, phrasing, and automaticity on successive readings.

READING

Reading Informational Text

- ✓ Explain how text features contribute to meaning and identify text structures of chronology, comparison, and cause/effect in texts.
- ✓ Identify the central idea and explain how relevant details support that idea in a text.
- Read and comprehend texts in the grades 2–3 text complexity band proficiently.
- Write in response to text.
- Summarize a text to enhance comprehension.

Reading Literature

- ✓ Identify and explain metaphors, personification, and hyperbole in texts.

Compare Texts

- Compare and contrast how authors present information on the same topic or theme.

COMMUNICATION

Writing

Write to Sources

- ✓ Write opinions about a topic or text and include reasons supported by details from one or more sources.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Conventions

Grammar

- ✓ Identify and use action verbs.
- ✓ Use quotation marks with dialogue.
- ✓ Use correct subject-verb agreement.

Spelling

- Spell words with r-controlled vowels.

Researching

- Conduct short research projects that build knowledge about a topic.

Creating and Collaborating

- Add visual displays when appropriate to emphasize or enhance certain facts or details.
- With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

VOCABULARY

Academic Vocabulary

- Acquire and use grade-appropriate academic vocabulary.

Vocabulary Strategy

- ✓ Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

CONTENT AREA LEARNING

Earth Structures

- Identify the planets in Earth's solar system and their position in relation to the Sun.

In the context of grade-level content learning, *Wonders* 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 KLUs. 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 students ready to use a KLU in writing that matches the purpose.

Explore the Texts

Essential Question: What makes different animals unique?

Access Complex Text (ACT) boxes throughout the text set provide scaffolded instruction for seven different elements that may make a text complex.

1 6 1

Teacher's Edition



"Bear, Beaver, and Bee"
Interactive Read-Aloud
p. T87
Folklore

Meaning/Purpose: Low Complexity
Structure: Moderate Complexity
Language: Moderate Complexity
Knowledge Demands: Low Complexity

Lexile 560L

Reader: Students will not need much background knowledge to understand the story.

Reading/Writing Companion



"Anansi Learns a Lesson"
Shared Read
pp. 40–45
Folklore

Meaning/Purpose: Low Complexity
Structure: Low Complexity
Language: Moderate Complexity
Knowledge Demands: Low Complexity

Lexile 560L

Reader: Students will not need much background knowledge to understand the folktale.

Literature Anthology



Martina the Beautiful Cockroach
Anchor Text
pp. 212–231
Folklore

Meaning/Purpose: Moderate Complexity
Structure: Moderate Complexity
Language: Moderate Complexity
Knowledge Demands: Moderate Complexity

Lexile 570L

Reader: Students will not need much background knowledge, experience, or cultural details to understand the story.



"Get a Backbone!"
Paired Selection
pp. 234–237
Expository Text

Meaning/Purpose: Moderate Complexity
Structure: High Complexity
Language: High Complexity
Knowledge Demands: High Complexity

Lexile 510L

Reader: Students will need background knowledge of vertebrates.

Qualitative

Quantitative

Reader and Task Considerations

Task: The questions for the read aloud are supported by teacher modeling. The tasks provide a variety of ways for students to begin to build knowledge and vocabulary about the text set topic. The questions and tasks provided for this text are at various levels of complexity, ensuring that all students can interact with the text in meaningful ways.



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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 linguistic purposes, variety, and complexity 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 how KLUs work in particular disciplines. (pp. 26, 217-218) <input type="checkbox"/> Offer explicit explanations of how KLUs work in a variety of texts, tasks, and purposes , examining and revealing common and unique linguistic and organizational features of each KLU. (p. 217) <input type="checkbox"/> Emphasize language use within sociocultural contexts (e.g., for particular purposes, topics, situations, participant's identities and social roles, audiences). (pp. 26, 363)	<ul style="list-style-type: none"> • Explaining how KLUs are constructed and used in <ul style="list-style-type: none"> ◦ a disciplinary community or communities? (e.g., an argument in language arts is different than a mathematical argument)? ◦ a variety of texts and tasks? (e.g., exposure to various instances of argumentation)? • Examining and revealing organizational patterns characteristic of the genre? (e.g., claim, evidence, and reasoning in Argue) • 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) • Capturing the shared and unique ways in which KLUs work in a particular discipline? • Showcasing how the KLUs intersect, blend, and build on each other?

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 3 instructional materials highlight how KLUs work in particular disciplines. For example, in Unit 3 Week 3 students are reading an opinion essay about robots. Students read and analyze the text together in preparation for their culminating activity.

WRITING

2 FIND TEXT EVIDENCE

Paragraph 5: Reread the highlighted detail in paragraph 5. How does this detail support the opinion?

Paragraph 6: Underline the advantage of sending robots on a space mission.

Paragraphs 7-11: There are risks, or problems, with sending people into space. Write four links here.

Take Notes Summarize the opinion of the source. Give examples that support that opinion.

ROBOTS IN SPACE!

Humans who explore space need air, water, and food to survive. Robots do not have these needs. A lot of time and money goes into making space exploration safe for humans. Robots should carry out space missions because it would be safer and cheaper. Astronauts must return to Earth after their space mission. Return trips double mission costs and risks. Robots don't have to return to Earth.

A mission to Mars would take three years. There would be many risks. One risk is the lack of gravity. The weightlessness of space causes muscles to weaken. Astronauts would live together in a small space for three years. This would be hard for the astronauts' emotional health. Robots don't have bad moods.

Another risk is the astronauts' health. They would have little food to eat. Their immune systems would become stressed. Astronauts can become sick.

Radiation rays from the Sun are very dangerous. They may damage robots, but they could cause severe injury for an astronaut.

Human space travel is too costly and dangerous. People invented robots to take on the dangerous job of space exploration. We should let them.

A Team That Works!

Astronauts and robots must work together to explore space. Astronauts plan on visiting Mars in the next decade. Scientists want to know more about the planet. A robot was sent to Mars to gather information. That information is important to astronauts. After all, they will be the ones who someday explore Mars.

The number of people who graduated with science degrees grew from 1963 to 1972. These are the same years that astronauts went to the Moon. The Moon program inspired students to gain science degrees.

Robots are great for exploring outer space, while astronauts are great for inspiring us. A team of robots and astronauts make for the best mission to Mars.

Space Exploration's Impact on Science Degrees

OPINION ESSAY

2 FIND TEXT EVIDENCE

Paragraph 5: Underline the opinion statement in paragraph 12.

Paragraph 12: Circle the evidence that supports the opinion.

Paragraphs 13-14: Why is human space travel important?

Paragraph 15: Look at where the Apollo Moon program begins on the graph. What happened to the number of science degrees after that? Explain why the numbers have changed.

Wonders materials provide 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 the KLU. The teacher resource, "ELL Small Group Guide," gives teachers resources for scaffolding writing for multilingual learners.

START SMART

Scaffolding Extended Writing: Write to Sources

Extended Writing Resources BLMs

Use these reproducible resources to provide additional support for reading and analyzing a student model essay.

- Student Model** This blackline master provides comprehension support to help students read and understand a model text.
- Analyze the Student Model** Students use this blackline master to take notes and analyze how the student model is written and organized.

Wonders provides differentiated instruction for Write to Sources lessons.

- Small group instruction follows the path of the whole group lessons. English Language Learners can complete the same rigorous writing projects as the rest of the class.
- Instruction focuses on scaffolding instruction for the most challenging steps in each project.
- A mixture of independent, group, and partners work provides opportunities for collaboration, oral communication, and critical thinking.
- Students set learning goals at the beginning of each lesson, and they reflect using the Check-In routine at the end.

WRITING

2 FIND TEXT EVIDENCE

Paragraph 5: Reread the highlighted detail in paragraph 5. How does this detail support the opinion?

Paragraph 6: Underline the advantage of sending robots on a space mission.

Paragraphs 7-11: There are risks, or problems, with sending people into space. Write four links here.

Take Notes Summarize the opinion of the source. Give examples that support that opinion.

ROBOTS IN SPACE!

Humans who explore space need air, water, and food to survive. Robots do not have these needs. A lot of time and money goes into making space exploration safe for humans. Robots should carry out space missions because it would be safer and cheaper. Astronauts must return to Earth after their space mission. Return trips double mission costs and risks. Robots don't have to return to Earth.

A mission to Mars would take three years. There would be many risks. One risk is the lack of gravity. The weightlessness of space causes muscles to weaken. Astronauts would live together in a small space for three years. This would be hard for the astronauts' emotional health. Robots don't have bad moods.

Another risk is the astronauts' health. They would have little food to eat. Their immune systems would become stressed. Astronauts can become sick.

Radiation rays from the Sun are very dangerous. They may damage robots, but they could cause severe injury for an astronaut.

Human space travel is too costly and dangerous. People invented robots to take on the dangerous job of space exploration. We should let them.

A Team That Works!

Astronauts and robots must work together to explore space. Astronauts plan on visiting Mars in the next decade. Scientists want to know more about the planet. A robot was sent to Mars to gather information. That information is important to astronauts. After all, they will be the ones who someday explore Mars.

The number of people who graduated with science degrees grew from 1963 to 1972. These are the same years that astronauts went to the Moon. The Moon program inspired students to gain science degrees.

Robots are great for exploring outer space, while astronauts are great for inspiring us. A team of robots and astronauts make for the best mission to Mars.

Space Exploration's Impact on Science Degrees

OPINION ESSAY

2 FIND TEXT EVIDENCE

Paragraph 5: Underline the opinion statement in paragraph 12.

Paragraph 12: Circle the evidence that supports the opinion.

Paragraphs 13-14: Why is human space travel important?

Paragraph 15: Look at where the Apollo Moon program begins on the graph. What happened to the number of science degrees after that? Explain why the numbers have changed.

This resource helps to put the KLU into action. The students are using the KLU 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 <u>consistently and systematically</u> 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...	Breadth.KLU: Key Questions Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to...
<input type="checkbox"/> Across lessons <input type="checkbox"/> Across units of learning <input type="checkbox"/> Across the course of study	<ul style="list-style-type: none"> • 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 3 instructional materials. Students are asked to use KLUs from the very first lesson and continues throughout the program. When studying the Scope and Sequence of the materials, one is able to see practice with each KLU in a variety of contexts for a variety of purposes. In each *Wonders* 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 3 • Unit 3 • Scope and Sequence									
Unit 3 Focus	Unit 3 Goals	Unit 3 Objectives	Unit 3 Standards	Unit 3 Skills	Unit 3 Strategies	Unit 3 Vocabulary	Unit 3 Comprehension	Unit 3 Writing and Speaking	Unit 3 Research and Inquiry
Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available	Unit 3: The Earth and Its Neighbors Essential Questions: What do we know about Earth and its neighbors? Genre: Expository Text Differentiated Genre Passages available

[illegible][illegible]

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"/> Define Language Expectations for units and lessons (pp. 28, 237)	<ul style="list-style-type: none">● Include Language Expectations?
<input type="checkbox"/> Connect Language Expectations to academic content standards and practices. (pp. 29, 266)	<ul style="list-style-type: none">● Derive Language Expectations from academic content standards?
<input type="checkbox"/> Address interpretive and expressive communication modes (separate or integrated modes) (p.28)	<ul style="list-style-type: none">● Support expansion of what students can do in relation to Language Expectations?● Support students to work with interpretive and expressive communication modes as they engage with disciplinary practices, texts, and tasks?

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 3 materials reflect language expectations. An example of these language expectations is found in Unit 3 Week 5 Author’s Craft materials where students are asked to cite text evidence using details and key ideas. ELD-LA.2-3. Inform.Expressive

help you summarize the text.

FIND TEXT EVIDENCE

Why did many people want to buy the Model T car? Reread “Everybody Wants One” on page 69. Evaluate and decide which details are most important. Then use the key ideas to summarize the text in your own words.

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 5 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.

Differentiated Instruction
▼ APPROACHING LEVEL
Phonics/Decoding Decode Words With Diphthong /oi/ TIER TWO
Vocabulary Review High-Frequency Words TIER TWO
Vocabulary Suffixes <i>-able, -ful, -less</i>
► ON LEVEL
► BEYOND LEVEL
▼ ENGLISH LANGUAGE LEARNER
READING/WRITING COMPANION "Moving America Forward"

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 6 Week 2. Students are asked to read a passage about Ellen Ochoa, summarize the passage, and write about the passage which reflects an example of each communication mode in action.

Summarize

Summarize the important events in Ellen Ochoa's story. The details from your Central Idea and Relevant Details Chart may help you.

Central Idea
Detail
Detail
Detail

Write

Why do you think Ellen Ochoa was successful in reaching her goals? Use these sentence starters to help organize your text evidence.

Some of Ellen Ochoa's goals were . . .

Some things Ellen Ochoa did to reach her goals were . . .

Ellen Ochoa was successful because . . .

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 linguistic purposes, variety, and complexity 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 systematically expand choices students can make with language through explicit teaching of Language Functions 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 Language Features 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 illustrating how language works in functional ways in service of learning (pp. 30, 365)	<ul style="list-style-type: none"> • Exploring how Language Functions work? • Exploring how Language Features carry out particular Language Functions? • Highlighting the relationship between the Language Expectations, Language Functions, and Language Features? • Making the language of content learning visible for students?


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 3 provide opportunities where students can explore how language functions work. This is reflected in the language learning options that accompany each lesson. An example is found in Unit 5 Week 5 of the daily lessons. Students are asked to generate written text for a passage that was read.

4.  Have students work with a partner to reconstruct the text from their notes. Help them write complete sentences as needed.

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. The features are used to carry out the function when students are asked to respond to a writing prompt using supporting ideas to support their writing sample 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 5 Week 5 in the story of *Juanita and the Beanstalk* where teachers use the informational text as a platform for building student's language through content. ELD-LA.2-3

Juanita lived in a small, **humble** cottage with her Mamá and her pet goat, Pepe.

One day Mamá said, "There has been no rain, and our garden has dried up. Juanita, you must go to town and sell your goat. Use the money you get as **payment** to buy some food."

"I don't want to sell Pepe!" cried Juanita. She petted the goat lovingly. But she was an obedient girl and would not disobey her mother. **Reluctantly,** she took Pepe to town. On her way she met an old man who patted Pepe kindly.

FAIRY TALE

FIND TEXT EVIDENCE

Read
Paragraphs 1-2
Summarize
What does Mamá tell Juanita to do? Circle text evidence.

Paragraphs 3-5
Base Words
Draw a box around *lovingly*.
What is its base word?
love

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

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 3 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 connect 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"> • Reflecting a range of language development targets for students at different levels of English proficiency? • Monitoring language growth over time? • Scaffolding and supporting student learning through all six levels of the PLDs?

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 3 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 texts at various reading levels as seen below in Unit 4 Week 1 "Independent Work."

Writing

READING

Independent Reading Texts

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

Classroom Library

The Year of Billy Miller

Genre: Realistic Fiction

Lexile: 620L

Clementine: Friend of the Week

Genre: Realistic Fiction

Lexile: 670L

Unit Bibliography

Have students self-select independent reading texts about using one's talents to help others.

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

Literature Anthology

The Real Story of Stone Soup, p. 326

Genre: Folktale

"Healthful Food Choices," p. 346

Genre: Expository Text

Center Activity Cards

Assign the Center Activity Cards to provide independent practice with comprehension strategies and skills, genre, and fluency.

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 3 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 allows the students to have agency when it comes to how they are being assessed or graded.

Wonders Grade 3 curriculum suggests scaffolding of content and language development across PLD levels. In each unit, teachers can meet their students where they are on their language journey. The example below shows an excerpt from Unit 4 Week 1 "Weekly Planner" and illustrates various strategies for differentiation of content.

ON LEVEL				
Vocabulary Review Academic Vocabulary	LEVELED READER Leveled Reader <i>A Chef in the Family</i>	LEVELED READER Leveled Reader <i>A Chef in the Family</i>	LEVELED READER Paired Read: "The Perfect Sandwich"	LEVELED READER Literature Circles
Vocabulary Prefixes <i>un-, non-, im-, pre-</i>	Genre Passage "Painting From Memory"	Genre Passage "Painting From Memory"	Vocabulary Review Academic Vocabulary	Vocabulary Prefixes <i>un-, non-, im-, pre-</i>
Comprehension Review Plot, Character Development	Vocabulary Review Academic Vocabulary	Comprehension Review Plot, Character Development		
	Vocabulary Prefixes <i>un-, non-, im-, pre-</i>			
BEYOND LEVEL				
Vocabulary Review Domain-Specific Words	LEVELED READER Leveled Reader <i>Stepping Forward</i>	LEVELED READER Leveled Reader <i>Stepping Forward</i>	LEVELED READER Paired Read: "Rigel to the Rescue"	LEVELED READER Literature Circles
Vocabulary Prefixes <i>un-, non-, im-, pre-</i>	Genre Passage "Painting From Memory"	Genre Passage "Painting From Memory"	Vocabulary Review Domain-Specific Words	Vocabulary Prefixes <i>un-, non-, im-, pre-</i>
Comprehension Review Plot, Character Development	Vocabulary Review Domain-Specific Words	Comprehension Review Plot, Character Development		
	Vocabulary Prefixes <i>un-, non-, im-, pre-</i>			
ENGLISH LANGUAGE LEARNER				
READING/Writing COMPANION "The Impossible Pet Show"	READING/Writing COMPANION "The Impossible Pet Show"	READING/Writing COMPANION The Talented Clementine	READING/Writing COMPANION The Talented Clementine	READING/Writing COMPANION The Talented Clementine
READING/Writing COMPANION "The Impossible Pet Show"	READING/Writing COMPANION "The Impossible Pet Show"	READING/Writing COMPANION The Talented Clementine	READING/Writing COMPANION The Talented Clementine	READING/Writing COMPANION The Talented Clementine
READING/Writing COMPANION Grammar in Context: Linking Verbs	READING/Writing COMPANION Grammar in Context: Linking Verbs	READING/Writing COMPANION Grammar in Context: Deconstruct a Sentence	READING/Writing COMPANION Grammar in Context: Deconstruct a Sentence	READING/Writing COMPANION Grammar in Context: Deconstruct a Sentence
READING/Writing COMPANION Independent Time	READING/Writing COMPANION Independent Time	READING/Writing COMPANION Independent Time	READING/Writing COMPANION Independent Time	READING/Writing COMPANION Independent Time
		Expository Writing	Expository Writing	Expository Writing

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: discourse, sentence, and word/phrase . (pp. 31, 366) <input type="checkbox"/> Maintain the same cognitive rigor for all students while using the PLDs to account for and support different ways individual multilingual learners might develop <i>across the six levels</i> . (p. 101) <input type="checkbox"/> Guide teachers to scaffold learning in relation to various factors (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"> • Attending to the three dimensions of language (discourse, sentence, word/phrase) in a variety of tasks and texts? • Maintaining the same grade-level cognitive rigor for all students while offering multiple entry points and responsive support processes? • Interactional scaffolding that is responsive to students' current strengths and needs? • Monitoring students' language growth in multiple and varied ways? (e.g., through types of embedded classroom assessments)

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

Wonders Grade 3 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 4's teaching guide shows instruction to help students "Level Up."



Leveled Reader

OBJECTIVES

Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band proficiently.

Use sentence-level context as a clue to the meaning of a word or phrase.

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

English Language Learners to On Level



Life in a Tide Pool

Preview Remind students that expository text gives facts about a topic. Discuss what students remember about the animals that live in a tide pool. Tell them they will be reading a more challenging version of *Life in a Tide Pool*.

Vocabulary Use the **Visual Vocabulary Cards** to review the vocabulary. Use the routine found on the cards. Point out the cognate: zona.

ACT

► **Specific Vocabulary** Point out and chorally read page 4. Point to the rocks in the photo and say: *The rocks form the sides of the tide pools. What is the water doing?* (The water is going over the rocks into the pools.) Is the tide coming in or going out? (The tide is coming in.)

► **Connection of Ideas** Students may need help synthesizing new information and ideas. Read the first paragraph on page 6 with students. *Why are tide pools difficult habitats to live in?* (They change so often.) The word survive means “to live.” *What do the animals have to help them live?* (special features) *What do you think we will read about next?* (the different kinds of special features the animals have)

► **Sentence Structure** Read the following sentence: *The anemone also has a sucker disk that keeps it fastened to a rock.* Then write the sentence on the board. Explain that this one sentence could actually be written as two sentences: *The anemone also has a sucker disk. The disk keeps it fastened to a rock.* Ask: *What is fastened to a rock?* (the anemone) *How does it hold on to the rock?* (with a sucker disk) Point out and break down other difficult sentences throughout the selection.

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 lessons <input type="checkbox"/> Across units of learning <input type="checkbox"/> Across the course of study	<ul style="list-style-type: none"> • Reflect a range of language development targets across lessons, units, and the course of study? • Monitor student language growth across lessons, units, and the course of study? • Address three dimensions of language: discourse, sentence, and word/phrase across lessons, units, and the course of study? • 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? • 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?

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 3 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 every unit of learning.

Wonders Grade 3 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 produce evidence of their learning in a variety of ways.

Wonders Grade 3 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 & 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: Third Grade Materials

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 3

Grade Level/Levels: Grade 3

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.PL

4

Lowest criterion
score earned for

Depth.PLD	4	Proficiency Level Descriptors: 4
Breadth.PLD	4	

Eligibility to earn the PRIME 2020 Seal of Alignment

Yes / No

Lead Reviewer: Talia W. Gray

Date: 8.20.23