WIDA™ PRIME

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
Kindergarten

Contents

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.
  - o 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.)
  - o 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 teaches 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: Kindergarten

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: <u>Teacher components:</u> Teacher's Edition, ELL Small Group Guide, Instructional Routines Handbook, Language Development Kit, Newcomers Kit, Language Transfers Handbook, ELL Unit Assessments; <u>Student components:</u> 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 literature, *Wonders* provides academically and educationallysound content, including the appropriate and equitable representationof 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 to understand 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 multili*n*gual 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 <u>connect</u> 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…
❑ Reflect and guide teachers to **value and leverage students' languages, cultures, experiences, and identities.** (pp. 12, 18, 24-25) ❑ Support **language for social and instructional interactions.** (e.g., everyday routines, negotiation, and problem-solving) (p. 25) ❑ 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)	● 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 K reflect students' cultures, languages, and backgrounds. An example is found in the teacher resource materials. In the newcomer teacher's guide, there are units where students can discuss where they are from, where they live, and their family. Another example of where cultures and languages are reflected is in the readers that are available for students. One leveled reading text that is available for students is *Places to See* which is a book where students can make connections between their home country and the text. Another leveled reader available is *Parade Day* where students can see pictures of various parades representing different cultures. This is one of the many books available in the leveled readers for students.

The materials support language for social and instructional interactions. In Week 3 of Unit 3 there is a section called reading/writing companion where students listen to the text being read then work with a partner and respond to the sentence frame given to discuss the reading passage. Students are asked to cite text evidence to support their response. Students continue with the passage by writing. Students are asked to draw or write about what they learned.

RESPOND TO THE TEXT

Talk About It Have children talk about how the girl and her mom get to different places in the neighborhood. Use the following sentence frame to focus the discussion: **The girl and her mom take a _____ to _____.** Help children cite text evidence to support their answers.

STEP 4 Draw/Write What You Learned

Now that I know how much food it takes to feed the school, I can draw a picture that shows how all of the food in the cafeteria is stored and how much is used each day.

The materials available in *Wonders* K materials 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. The daily lessons in the units contain a section addressing grammar and mechanics. An example is found in Unit 7 Week 1. This specific grammar activity focuses on verbs. Students are provided with a brief discussion of verbs and examples of different scenarios addressing verb usage and then students are asked to apply those rules to given sentences. There is also a resource for students called "Grammar Song" where students can learn about verbs and practice using them in song. There is an audio that accompanies this for students to listen to and learn.


VERBS

1 Model Remind children that a verb is an action word that tells what is happening. Demonstrate jumping. Write and read aloud: **I jump.** Jump *is a verb that tells what I am doing.* Explain that a verb ends in *–s* when it tells about one person, such as a girl. However, when the person doing the action is *I* or *you*, the verb does not end in *–s*. For example, say: *You jump.* In that sentence, *jump* does not have an *–s* because the person doing the action is you. Say: She jumps. In that sentence, *jump* does have an *–s* because the person doing the action is *She*.

2 Guided Practice Write and read aloud: **I walk. Ben runs. Eva skips.** Guide children to identify the action word in each sentence. Point out that *walk* does not have an *–s* because the person doing the action is *I*. Guide children to notice that *runs* and *skips* do have an *–s*. Continue guiding practice as necessary.

3 Practice Have pairs identify present-tense verbs. Have one child demonstrate an action. The other child should describe the action with a sentence such as: *He/She plays.*

Talk About It Have partners orally generate sentences with verbs. Have partners use verbs to tell what they do at recess.

Link to Writing Guide children to review the Shared Writing sentences and identify the verb. Work with children to add additional verbs as appropriate.
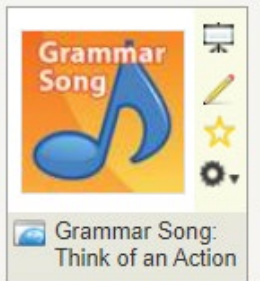
Grammar Song:
Think of an Action

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 <u>connect</u> 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…
❑ **Integrate** language development with content learning. (p. 24) ❑ 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) ❑ Include **interactive activities and opportunities for discussion** as multilingual learners simultaneously develop language and conceptual understandings. (pp. 19-20, 25, 362)	• 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 K 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 9 Week 3 classroom materials and it is designed to guide the students through literacy activities. The daily lessons planner includes lesson support that addresses content LA standards and the teachers resources available include sentence stems and sentence frames that can be used with each lesson. An example is found in the text, *Look Where it is From,* where students are asked to talk with their partner about the picture provided then write about it using the sentence starter given.

Literacy Activities

Where Is It From?

Talk to your partner about the book.
Where is bread from? Where is
popcorn from?

I Use This

Draw a picture of something you
use every day. Write a
sentence for your picture.

I use _____.

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.

MODELED WRITING

LEARNING GOALS

We can write about what animal we would choose as a pet.

OBJECTIVES

Use dictating and writing to compose informative texts in which they name the topic.

LANGUAGE OBJECTIVES

Children will inform by writing a sentence using a verb.

Writing Practice Display a photo of a hamster and review the sample sentence on p. 44 of the **Reading/Writing Companion.** Guide children to analyze the sentence using the Actor/Action Routine: *Who is the actor?* (I) *What is the action?* (feed my pet hamster celery) Then read the prompt on p. 45, and have children answer it as a group. Write the sentence on the board and have children choral read. Ask children to write their own.

Beginning Have children think of things they might do to take care of a pet. Use their responses to create a word bank. Have them use the word bank to complete the sentence frame: I will write about giving my pet exercise.

Intermediate Have partners take turns asking and answering *who/what* questions to create their sentences. Provide a sentence frame if needed.

Advanced/Advanced High Challenge children to talk about their sentence using the Actor/Action routine. Have them point out the verb.

The materials included in *Wonders* Grade K 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 narrate the changes in the seasons, using sequence words and key vocabulary.

Additionally, there is a resource in the resources, "Bridge to English" that includes suggested activities for encouraging students to speak. This resource provides suggestions and options of how the teacher can integrate speaking into the lesson.

SPEAKING: RETELL

Help children use the pictures on the Read-Aloud Cards to retell the story. Tell them to answer the questions. Help with vocabulary and usage as needed.

- **Card 1:** Why do the shoemakers look worried? What is on the table?
- **Card 2:** Who is the man in green? What does he think about the shoes? How does the shoemaker feel?
- **Card 3:** How do the elves surprise the shoemakers? What time of day is it?
- **Card 4:** Why are the elves dancing? How do you think the man and woman feel about the elves?

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…
❏ 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) ❏ Offer **ample opportunities for students to engage in social and instructional interaction**, and for interactive learning (ELD-SI). (p.25) ❏ 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)	● 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)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

The materials take an asset-based approach and supports multilingual learners to use their experiences, linguistic and cultural backgrounds and intersectional identities in multiple ways. The additional student reads include books that explore and discuss topics related to culture and experiences. Some of the titles include *Going to Gran's House*, and *My Neighbors*.

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.

apple | carrot | corn

sandwich | soup | spaghetti
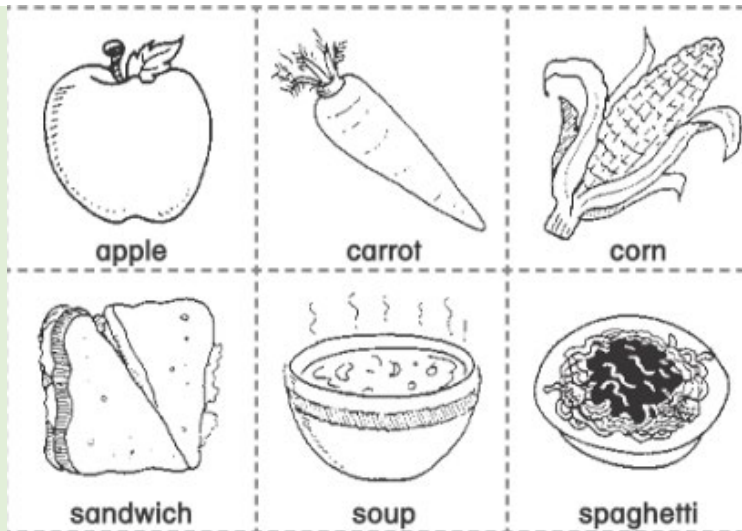
The daily lessons, available for teachers, provides opportunities that support multilingual learners as they interact with peers and adults in multiple ways. Each lesson has a section for ELLs where they have the opportunity to listen, speak, read, and write.

◉ Differentiated Instruction

▶ **APPROACHING LEVEL**

▼ **ON LEVEL**

LEVELED READER
Leveled Reader: *A New Home*

Phonological Awareness
Phoneme Isolation

▼ **BEYOND LEVEL**

LEVELED READER
Leveled Reader *Bird's New Home*

Phonics
Review

▼ **ENGLISH LANGUAGE LEARNER**

Access the Text
LITERATURE BIG BOOK
Bear Snores On

LITERATURE BIG BOOK
Modeled Writing

The materials included in *Wonders* K materials 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, Unit 7 Week 3. The lesson standards for the grade level are included which reflect grade level standards, lesson objects, 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

COLLABORATIVE CONVERSATIONS

NEWCOMERS

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 **consistently and systematically** represent concepts, ideas, and practices congruent with the WIDA ELD Standards Statements?	
Breadth.ELD: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about the five ELD Standards Statements…	**Breadth.ELD: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● 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)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:

The materials for Grade K *Wonders* is reflective of an asset-based approach and supports multilingual learners to use their experiences, linguistic and cultural backgrounds across lessons, units, and the course of study. The scope and sequence included with the materials provides evidence of this inclusion. The additional student reads include books that explore and discuss topics related to culture and experiences. Some of the titles include *Places to See* and *Parade Day*. The resource library also contains a supplemental resource, Newcomer Cards, that has pictures of different items as well as the name of the item to go with the picture. This helps the multilingual student make the connection between the home and target language.

The materials provide opportunities and supports for students to expand what they can do with language to communicate information, ideas, concepts and engage in disciplinary practices necessary for academic success across lessons, units, and the course of study. This is evident in many of the resources available for teachers and students as reflected by 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 <u>connect</u> to the Key Language Uses (KLUs)?	
Match.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Match.KLU: Key Questions** Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❑ **Define** KLUs (pp. 27, 217, 288, 363) ❑ **Identify the relationship between KLUs and academic content standards.** (pp. 26, 288, 363) ❑ **Explain how genres work** as a way of organizing language use. (pp. 26, 217, 354)	● 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 K instructional materials define the KLUs. Students explore a variety of genres and genre families. Teachers in kindergarten are encouraged to sing and talk about the books and text the students are interpreting and expressing. Throughout the entire curriculum, students are reading, writing, talking about, and listening to different genres. For example, in *Wonders* Grade K Unit 3 students are interacting with several genres within the unit. Students interact with Informational texts as well as the popular fiction book, *How Do Dinosaurs Go to School?* The example below shows Teacher's Guide Unit 3 and illustrates the use of several different genres of text within the unit.

In the context of grade-level content learning, *Wonders* Grade K instructional materials identify the relationship between KLUs and academic content standards. The academic content standards for each text are connected to the genre, skills, and strategies students learn through the texts. The "Weekly Standards" tab for Unit 3 shows connections to academic content standards. These connections are present throughout the "Weekly Planning" sections of the *Wonders* curriculum.

Plan • Organize Your Week

Weekly Planner | Weekly Standards | Calendar | Export

COMMON > LANGUAGE ARTS > 2010 > COMMON CORE STATE STANDARDS

L.K.1a Print many upper- and lowercase letters. **[2 lessons]**

L.K.1f Produce and expand complete sentences in shared language activities. **[9 lessons]**

L.K.2a Capitalize the first word in a sentence and the pronoun I. **[4 lessons]**

L.K.2b Recognize and name end punctuation. **[4 lessons]**

L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes). **[2 lessons]**

L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. **[10 lessons]**

L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. **[1 lesson]**

L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings. **[2 lessons]**

L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful). **[3 lessons]**

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **[5 lessons]**

RF.K.1a Follow words from left to right, top to bottom, and page by page. **[3 lessons]**

RF.K.1c Understand that words are separated by spaces in print. **[2 lessons]**

RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet. **[1 lesson]**

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **[13 lessons]**

RF.K.2a Recognize and produce rhyming words. **[3 lessons]**

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) **[6 lessons]**

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words. **[4 lessons]**

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. **[23 lessons]**

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). **[22 lessons]**

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. **[4 lessons]**

RF.K.4 Read emergent-reader texts with purpose and understanding. **[12 lessons]**

RI.K.1 With prompting and support, ask and answer questions about key details in a text. **[1 lesson]**

RI.K.2 With prompting and support, identify the main topic and retell key details of a text. **[2 lessons]**

RI.K.5 Identify the front cover, back cover, and title page of a book. **[4 lessons]**

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **[2 lessons]**

RI.K.10 Actively engage in group reading activities with purpose and understanding. **[2 lessons]**

RL.K.2 With prompting and support, retell familiar stories, including key details. **[1 lesson]**

RL.K.3 With prompting and support, identify characters, settings, and major events in a story. **[10 lessons]**

RL.K.4 Ask and answer questions about unknown words in a text. **[2 lessons]**

RL.K.5 Recognize common types of texts (e.g., storybooks, poems). **[2 lessons]**

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. **[1 lesson]**

SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). **[3 lessons]**

SL.K.1b Continue a conversation through multiple exchanges. **[1 lesson]**

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **[2 lessons]**

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. **[2 lessons]**

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **[1 lesson]**

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. **[2 lessons]**

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. **[2 lessons]**

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **[2 lessons]**

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. **[4 lessons]**

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. **[2 lessons]**

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. **[2 lessons]**

In the context of grade-level content learning, the *Wonders* Grade K instructional materials explain how genres work as a way of organizing language use. In each unit, students and teachers discuss and interact with multiple KLUs. Students and teachers discuss purposes for genre writing. By the time students come to the end of each unit, they have interacted with mentor texts of different genres to build knowledge of a topic. This makes them ready to use a KLU in writing that matches the purpose. The example below shows KLU mentor texts across Unit 3 Week 3.

Explore the Texts

Essential Question: What places do you go to during the week?

Literature Big Book	Literature Big Book	Interactive Read-Aloud	Reading/Writing Companion
Please Take Me for a Walk Anchor Text Fiction	"A Neighborhood" Paired Text Informational Text	"Field Trips" Interactive Read Aloud Informational Text	"We Go to See Nan" Shared Read pp. 74–79 Informational Text
Qualitative			
Meaning/Purpose: Moderate Complexity **Structure:** Moderate Complexity **Language:** Moderate Complexity **Knowledge Demands:** Low Complexity	**Meaning/Purpose:** Low Complexity **Structure:** Low Complexity **Language:** Moderate Complexity **Knowledge Demands:** Low Complexity	**Meaning/Purpose:** Low Complexity **Structure:** Moderate Complexity **Language:** Moderate Complexity **Knowledge Demands:** Moderate Complexity	**Meaning/Purpose:** Low Complexity **Structure:** Low Complexity **Language:** Low Complexity **Knowledge Demands:** Low Complexity
Quantitative			
Lexile 690L	Lexile 330L	Lexile 840L	Lexile 140L
Reader and Task Considerations			
Reader No background knowledge is needed, although a familiarity with dogs might help the reader understand the dog's personality better and inspire the listener.	**Reader** Children can be encouraged to connect with the text through their own experiences in each location.	**Reader** Providing children with the opportunity to share their own experiences on field trips or special family outings will help them access the text.	**Reader** Children will need to use their knowledge of sound-spelling correspondences and high-frequency words to read the text.

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

Additional Read-Aloud Texts

Content Area Reading BLMs
Additional online texts related to grade-level Science, Social Studies, and Arts content.

Reading/Writing Companion, pp. 64–65

Build Knowledge

Have children turn to pages 64–65 of their **Reading/Writing Companion**. Use the photo to guide a discussion about places we go.

- **Talk** *What are places you go during the week? What are the words that name these places?* List the words. Then have children choose one of the words and think about how to draw the place.
- **Draw and Write** Have children draw a picture that illustrates the place. Then have them write the word that names the place. Guide children on how to print letters that have not been taught.

Build Vocabulary

Have children share new places and words they learned. Add the new words to a separate section of the Word Bank. Use the words during the week and encourage children to do the same.

English Language Learners

Use the following scaffolds with **Build Knowledge**.

Beginning

Point to the people in the photo. *They are in a grocery store. He has a basket.* Have children repeat the sentences and point to the photo.

Intermediate

Ask children to tell their partner what they see in the photo. Provide a sentence frame: I see a girl. She is in the grocery store.

Advanced/Advanced High

Model describing the photo using complete sentences: The girl and her dad shop for food. The father has a basket. I see vegetables. Then provide vocabulary as needed for other places children visit.

COLLABORATIVE CONVERSATIONS

Listen Carefully As children engage in partner, small group, and whole group discussions, encourage them to:

- Look at the person who is speaking.
- Listen to the words they are saying.
- Respect others by not interrupting them.
- Repeat classmates' ideas to check understanding.

NEWCOMERS

To help children develop oral language and build vocabulary, use **Newcomer Cards** 10–14 and the accompanying lessons in the **Newcomer Teacher's Guide**. For thematic connections, use Newcomer Card 10. For additional practice, have children complete the online **Newcomer Activities**.

MY GOALS ROUTINE

What I Know Now

Read Goals Read aloud the goals and the key on the **Reading/Writing Companion** page 66.

Reflect Ask children to reflect on each goal and complete page 66 to show what they know now. Explain that they will complete page 67 at the end of the text set to show their progress.

INTRODUCE THE CONCEPT   T171

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

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

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

How do instructional materials reflect the <u>linguistic purposes, variety, and complexity</u> embodied in Key Language Uses show?	
Depth.KLU: Indicators In the context of grade-level content learning, instructional materials…	**Depth.KLU: 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…
❑ Highlight **how KLUs work in particular disciplines.** (pp. 26, 217-218) ❑ 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) ❑ Emphasize language use within **sociocultural contexts** (e.g., for particular purposes, topics, situations, participant's identities and social roles, audiences). (pp. 26, 363)	● Explaining how KLUs are constructed and used in ○ 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 K instructional materials highlight how KLUs work in particular disciplines. Please see the example above.

Wonders Grade K provides ample opportunities for teachers and students to read, speak, write, and listen to texts from different genres. Each unit of study provides guidance on instruction for teachers in the most prominent KLUs for this grade level. The Instructional Routines Guide shows strategies for engaging in collaborative conversations with their peers. This gives students a chance to practice the KLUs while speaking to one another.

Reading/Writing Companion, pp. 64–65

Build Knowledge

Have children turn to pages 64–65 of their **Reading/Writing Companion**. Use the photo to guide a discussion about places we go.

- **Talk** *What are places you go during the week? What are the words that name these places?* List the words. Then have children choose one of the words and think about how to draw the place.

- **Draw and Write** Have children draw a picture that illustrates the place. Then have them write the word that names the place. Guide children on how to print letters that have not been taught.

Build Vocabulary

Have children share new places and words they learned. Add the new words to a separate section of the Word Bank. Use the words during the week and encourage children to do the same.

ELL English Language Learners

Use the following scaffolds with **Build Knowledge**.

Beginning

Point to the people in the photo. *They are in a grocery store. He has a basket.* Have children repeat the sentences and point to the photo.

Intermediate

Ask children to tell their partner what they see in the photo. Provide a sentence frame: I see a girl. She is in the grocery store.

Advanced/Advanced High

Model describing the photo using complete sentences: The girl and her dad shop for food. The father has a basket. I see vegetables. Then provide vocabulary as needed for other places children visit.

COLLABORATIVE CONVERSATIONS

Listen Carefully As children engage in partner, small group, and whole group discussions, encourage them to:

- Look at the person who is speaking.
- Listen to the words they are saying.
- Respect others by not interrupting them.
- Repeat classmates' ideas to check understanding.

ELL NEWCOMERS

To help children develop oral language and build vocabulary, use **Newcomer Cards** 10–14 and the accompanying lessons in the **Newcomer Teacher's Guide**. For thematic connections, use Newcomer Card 10. For additional practice, have children complete the online **Newcomer Activities**.

MY GOALS ROUTINE

What I Know Now

Read Goals Read aloud the goals and the key on the **Reading/Writing Companion** page 66.

Reflect Ask children to reflect on each goal and complete page 66 to show what they know now. Explain that they will complete page 67 at the end of the text set to show their progress.

INTRODUCE THE CONCEPT **T171**

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

How do instructional materials **consistently and systematically** represent concepts, ideas, and practices congruent with the Key Language Uses?	
Breadth.KLU: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning about KLUs…	**Breadth.KLU: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● 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 K. Students are asked to use KLUs from the very first lesson. This continues throughout the program. When studying the Scope and Sequence of the materials, one can see practice with each KLU in a variety of contexts for a variety of purposes. In each *Wonders* Grade K 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 K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 1 Rules to Go By **Essential Question:** What rules do we follow in different places? **Genre Focus:** Fiction	**Anchor Text:** *How Do Dinosaurs Go to School?* **Genre:** Fantasy **Paired Selection:** "Be Safe" **Genre:** Informational Text	"Can I Pet It?" **Lexile:** BR "Yin Can Tip It" **Lexile:** 300L	"The Boy Who Cried Wolf" **Genre:** Fable	**Genre:** Fantasy A: *We Run* **Lexile:** BR O: *Go, Nat!* **Lexile:** BR ELL: *Go, Nat!* **Lexile:** BR B: *The Birdhouse* **Lexile:** BR	**Oral Vocabulary Words:** rules cooperate guard prank responsible **Category Words:** Action Words	Visualize Main Story Elements: Character Lists	Left to Right Tracking Locate Printed Word	**Phonological Awareness:** Identify Rhyme **Phonemic Awareness:** Phoneme Isolation (initial medial), Phoneme Blending, Phoneme Categorization	**Phonics:** /i/ (medial) **Consonant/Vowel Review:** /a/s, /m/m, /p/p, /s/s, /t/t **Extend the Lesson:** final double letters ss, tt **Spelling:** Words with i, ss **Handwriting:** Upper and Lowercase Ii **Decodable Readers:** "I Can Sit" "We Like It"	in **Build Your Word Bank:** her one my	**Write About the Text:** Narrative **Writing Skill:** Sentences Are Made up of Words **Writing Trait:** Descriptive Details **Grammar:** Sentences	**Project:** Rules for Safety
Week 2 Sounds Around Us **Essential Question:** What are the different sounds we hear? **Genre Focus:** Fiction	**Anchor Text:** *Clang! Clang! Beep! Beep!: Listen to the City* **Genre:** Fiction **Paired Selection:** "Sounds Are Everywhere" **Genre:** Informational Text	"Nat and Tip" **Lexile:** 250L "Tim and Nan" **Lexile:** 250L	"The Turtle and the Flute" **Genre:** Tale	**Genre:** Fiction A: *City Sounds* **Lexile:** BR O: *Farm Sounds* **Lexile:** 280L ELL: *Farm Sounds* **Lexile:** BR B: *A Noisy Night* **Lexile:** 195L	**Oral Vocabulary Words:** listen volume chat exclaimed familiar **Category Words:** Sound Words	Visualize Main Story Elements: Setting Captions	Locate Printed Word Left to Right Tracking Parts of a Book	**Phonological Awareness:** Onset and Rime Blending **Phonemic Awareness:** Phoneme Isolation, Phoneme Blending, Phoneme Categorization	**Phonics:** /n/n **Consonant/Vowel Review:** /a/a, /i/i, /m/m, /p/p, /s/s, /t/t **Spelling:** Words with n, and **Handwriting:** Upper and Lowercase Nn **Decodable Readers:** "Nat and Nan" "Nan and Nat Sat"	and **Build Your Word Bank:** than new nine	**Write About the Text:** Expository **Writing Skill:** Descriptive Details **Writing Trait:** Descriptive Details **Grammar:** Sentences	**Project:** Experiment with Sounds

Wonders

Grade K • Unit 3 • Scope and Sequence

Unit 3: Going Places The Big Idea: What can you learn by going to different places?	Literature Big Book	Shared Read	Interactive Read Aloud	Leveled Readers	Vocabulary	Comprehension	Print Concepts	Phonological/ Phonemic Awareness	Phonics/Spelling/ Handwriting	High-Frequency Words	Writing and Grammar	Research and Inquiry
Week 3 The Places We Go **Essential Question:** What places do you go to during the week? **Genre Focus:** Fiction	**Anchor Text:** *Please Take Me for a Walk* **Genre:** Fiction **Paired Selection:** "A Neighborhood" **Genre:** Informational Text	"We Go to See Nan" **Lexile:** 140L "Can We Go?" **Lexile:** 60L	"Field Trips" **Genre:** Informational Text	**Genre:** Fiction A: *We Can Go* **Lexile:** BR O: *Going by Cab* **Lexile:** 160L ELL: *Going by Cab* **Lexile:** BR B: *Cat's Busy Week* **Lexile:** 110L	**Oral Vocabulary Words:** local routine neighborhood intelligent **Category Words:** Sequence Words	Visualize Main Story Elements: Character Map	Left to Right, Top to Bottom Tracking Parts of a Book	**Phonological Awareness:** Count and Segment Syllables **Phonemic Awareness:** Phoneme Isolation, Phoneme Blending, Phoneme Identity, Phoneme Segmentation **Long Vowel Awareness:** Long i	**Phonics:** /k/c **Consonant/Vowel Review:** /a/a, /m/m, /p/p, /s/s, /t/t **Spelling Pattern:** cat pattern, pin, cot, nin, pan, map **Handwriting:** Upper and Lowercase Cc **Decodable Readers:** "Cam Cat" "See the Cat"	get **Build Your Word Bank:** could place while	**Write About the Text:** Expository **Writing Skill:** End Punctuation Capitalization **Writing Trait:** Descriptive Details **Grammar:** Sentences	**Project:** School Places Interview

Wonders

Feedback: Alignment to Framework Component III – Language Expectations

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

Learn more about Language Expectations on pages 28-30.
Take a look at grade-level cluster materials to see Language Expectations (with Language Functions and Language Features)
Appendix B offers sample correspondence tables for academic content standards and Language Expectations
Appendix C offers a compilation of all Language Expectations, K-12
"Appendix F: Theoretical Foundations" offers an overview of theories and research that informed the development

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

How do instructional materials <u>connect</u> to Language Expectations?	
Match.LE: Indicators	**Match.LE: Key Questions**
In the context of grade-level content learning, instructional materials…	Where and how do materials prompt, offer guidance, make pedagogical suggestions, and plan instruction that…
❏ **Define** Language Expectations for units and lessons (pp. 28, 237) ❏ **Connect Language Expectations to academic content** standards and practices. (pp. 29, 266) ❏ Address **interpretive and expressive** communication modes (separate or integrated modes) (p.28)	● Include Language Expectations? ● Derive Language Expectations from academic content standards? ● 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 K materials reflect language expectations. An example of these language expectations is found in Unit 2 Week 9 *Time Order* where students are asked to put events in order. ELD-LA.K.Narrate.Expressive

Activity 1
Write the Order

- Show something you do at home. Draw three pictures on note cards.
- Label the pictures *first, next,* and *last.*
- 🧒 Trade cards with a partner. Put the pictures in order. Use *first, next,* and *last.*

Activity 2
A Sequence Chart

- Use the online sequence graphic organizer or copy it in your writer's notebook. Write "First," "Next," and "Last" in the boxes.
- Write and draw events. Tell what happened on a special day.
- 🧒 Use your sequence graphic organizer to tell your story to your partner.

Activity 3
How-To Steps

Challenge
- Think of something you know how to do.
- Write the steps in order. Use *first, next,* and *last.*
  First, you _____.
  Next, you _____.
  Last, you _____.
- Draw pictures to show the steps.
- 🧒 Share. Did your partner list the steps in order?

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 9 Week 2 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**

▼ **ON LEVEL**

LEVELED READER
Leveled Reader *Clive and His Friend*

Phonological Awareness
Phoneme Identity

▼ **BEYOND LEVEL**

LEVELED READER
Leveled Reader *Farmer White's Best Friend*

Phonics
Review

▼ **ENGLISH LANGUAGE LEARNER**

Access the Text
LITERATURE BIG BOOK
Hen Hears Gossip

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 Newcomer Teacher guide resources. Students are asked to read a passage about transportation, summarize the passage, and write about the passage which reflects an example of each communication mode in action.

- Elicit vocabulary from Lessons 1 and 2.
- Lead children through the song/chant on page T5.
- Display the Newcomer Card again. Ask: *What places in the community are near each other?* Review location words children have learned. Use props in the classroom to do a quick review of *next to, across from, near,* and *by.*
- Say these sentence frames as you point to the places: **Where can I find the park? The park is across from the police station.** Then say the sentences again as you write them on the board, completing the sentences with the names of the place and location. Use gestures to show the directions. Have children repeat after you. Then point to the police station and ask: **Where is the mall?** Have children answer chorally: **The mall is near the school.** Repeat for other places on the card.
- **Talk About It** Have partners discuss the location of the bank.

Draw a map of your street. Include homes and other places you know. Then write a sentence about the location of your home.

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 <u>linguistic purposes, variety, and complexity</u> 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…
❑ 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) ❑ 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) ❑ 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)	• 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)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:
The materials 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 how the features supporting the function can be used to extend the example above where students are asked to rewrite a given story adding transition words for sequence of events. 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 piece using time and event sequencing.

Time Order

- Jax wrote about playing with Cam.
- 🗣 Talk with a partner. How do you know what happened first?
- Rewrite Jax's story. Add the words *next* and *last* to tell time order.

I played with my
friend Cam.
First we played
with blocks.
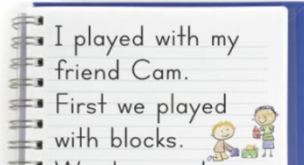
What Is Time Order?
- Another word for time order is *sequence*.
- Time order tells events in the order they happened.
- The words *first*, *next*, *then*, and *last* help tell time order.

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 8 in the story *Pack a Bag* where teachers use the informational text as a platform for building student's language through content. ELD-LA.K

Write About the Shared Read — *Pack a Bag!*

What do Zeb and Pop do together?

Maddie

👀 **Look** at what Maddie drew.

👂 **Listen** to what she wrote.

Grammar
Remember: A preposition tells about a noun in a sentence.

Student Model

Zeb and Pop hike up a mountain. Pop goes fast. Zeb is slow. When they get to the top, Pop is happy. Why is Zeb happy? He gets to rest!

🗣 **Talk** about Maddie's sentences. What do you notice?

Underline a preposition in the first sentence.

Circle the question mark.

Writing Trait
Write long and short sentences to make your writing more interesting.

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 **consistently and systematically** 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…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	• 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)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:
The materials for *Wonders* Grade K 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 <u>connect</u> to Proficiency Level Descriptors (PLDs)?	
Match.PLD: Indicators	**Match.PLD: 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…
❑ **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) ❑ Provide opportunities for **monitoring language growth over time** as described in the six levels of the PLDs. (pp. 31, 33) ❑ Suggest **scaffolding** of content and language development across PLD levels. (pp. 31, 57, 248-249, 331, 362)	● 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)	2 - Present but insufficient (1 indicator)
3 - Present (2 indicators)	1 - Not yet sufficiently present (no indicators)

Review Notes:
In the context of grade-level learning, *Wonders* Grade K 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 meet students where they are in their language journeys and help them excel, as shown in the example below from *Wonders* Grade K ELL Small Group Guide.

Beginning Help children point to the picture and say after you: *Fishing pole; you use a fishing pole to catch a fish.*

Intermediate Help children ask and answer questions: *Why do you use a fishing pole? You use a fishing pole to* catch fish.

Advanced/Advanced High Encourage children to use complete sentences as they discuss the purpose of each tool. Provide modeling. *You use a fishing pole to catch fish. You put a fish in a pail of water.*

Pages 6–8 Point to the paddle and act out rowing. *You use paddles to make a boat go.* Point to the pump. *You pump air in the boat.*

Discuss the reason to have a boat on a fishing trip.

Beginning Help children point to the picture and say after you: *You use a boat to go on water.*

Intermediate Help children ask and answer the question: *Why do you need a boat?* You use a boat to fish on the river; lake; water.

Advanced/Advanced High Challenge partners to explain why people use a boat to fish.

Topic and Details Have partners discuss topic and details of the text. *What things did we see?* (things for a trip) *A trip is the topic. What did we see?* (backpack, map, pole, pail, paddle, pump)

Retell Have partners retell the story. Have them take turns pointing to a picture and describing it to each other. Have children discuss with a partner what they have learned from the text.

Focus on Fluency

Read pages 2–8 and have children echo read. For additional practice, have children record themselves reading the same text a few times, and then select their favorite recording to play for you.

Build Knowledge: Make Connections

Talk About the Text Have partners discuss how tools help us explore.

Self-Selected Reading

Have children choose another informational text from the online **Leveled Reader Library** or read the **Differentiated Text,** "A Bug!"

LITERACY ACTIVITIES

Have children complete the Literacy Activities on the inside back cover of the book.

FORMATIVE ASSESSMENT

STUDENT CHECK-IN

Have partners retell the tools from the text and their uses. Have children reflect using the Check-in routine.

LEVEL UP

IF children can read *A Trip* ELL Level with fluency and correctly answer questions,

THEN tell children that they will read a more detailed version of the story.

HAVE children page through *A Trip* On Level and describe each picture in simple language.

- Have children read the selection, checking their comprehension and providing assistance as necessary.

ENGLISH LANGUAGE LEARNERS **33**

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 K materials. Each lesson provides teachers with opportunities to engage students in listening, speaking, viewing, representing, reading, and writing. At the beginning of each Unit, students are encouraged to make goals for themselves. This allows the students to have agency in their learning.

Develop Student Ownership

To build student ownership, children need to know what they are learning, why they are learning it, and determine how well they understood it.
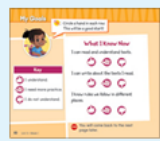
Students Discuss Their Goals

TEXT SET GOALS
- I can read and understand texts.
- I can write about the texts I read.
- I know rules we follow in different places.

Have children think about what they know and circle a hand in each row on **Reading/Writing Companion** page 10.

Students Monitor Their Learning

LEARNING GOALS

Specific learning goals identified in every lesson make clear what children will be learning and why. These smaller goals provide stepping stones to help children meet their Text Set Goals.

CHECK-IN ROUTINE

The Check-In Routine at the close of each lesson guides children to self-reflect on how well they understood each learning goal.

Review the lesson learning goal.
Reflect on the activity.
Self Assess by
- circling the hands in the **Reading/Writing Companion.**
- showing thumbs up, sideways, or down.

Share with your teacher.

Students Reflect on Their Progress

TEXT SET GOALS

After completing the Show Your Knowledge task for the text set, children reflect on their understanding of the Text Set Goals by circling a hand in each row on **Reading/Writing Companion** page 11.

DEVELOP STUDENT OWNERSHIP **T3**

Wonders Grade K curriculum suggests scaffolding of content and language development across PLD levels. In each unit, teachers can meet their students where they are in their language journey. The example below shows an excerpt from the "Language Transfers" resource which explains letter sounds in students' languages of strength.

Sound Transfers

This chart indicates areas in which a positive or approximate transfer of sounds occurs for English learners from their native languages into English. It also shows sounds that students can produce even when there is no equivalent in the native language.

IPA	Sound Transfers	Spanish	Cantonese	Vietnamese	Hmong	Korean
Consonants						
b	/b/ as in bat	✓		•		•
k	/k/ as in cat, kitten, peck	✓	✓	•	✓	•
d	/d/ as in dog	✓	•	•	✓	•
f	/f/ as in farm	✓	✓	✓	✓	
g	/g/ as in girl	✓	•		•	•
h	/h/ as in ham	✓	✓	✓	✓	✓
dʒ	/j/ as in jet, page, ledge					•
l	/l/ as in lion	✓	✓	✓	✓	✓
m	/m/ as in mat	✓	✓	✓	✓	✓
n	/n/ as in night	✓	✓	✓	✓	✓
p	/p/ as in pen	✓	✓	✓	•	✓
kw	/kw/ as in queen	✓	•	✓		✓
r	/r/ as in rope	•				•
s	/s/ as in sink, city	✓	✓	✓	✓	✓
t	/t/ as in ton	✓	•	•	•	✓
v	/v/ as in vine	★		✓	✓	
w	/w/ as in wind	✓	✓			✓
ks	/ks/ as in six	✓				✓
j	/y/ as in yak	✓	✓	✓	✓	✓
z	/z/ as in zebra	★		✓	★	
Digraphs						
tʃ	/ch/ as in cheek, patch	✓		•	✓	✓
ʃ	/sh/ as in shadow		•	✓	✓	✓
ʍ	/hw/ as in whistle		•			✓
θ	/th/ as in path	•		•		
ð	/TH/ as in that	•			✓	
ŋ	/ng/ as in sting	✓	✓	✓	✓	✓

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 <ins>linguistic purposes, variety, and complexity</ins> 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…
❑ Address three dimensions of language: **discourse, sentence, and word/phrase.** (pp. 31, 366) ❑ 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*. (p. 101) ❑ 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)	● 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 K 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.

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

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

Writing

Center Activity Cards

Descriptive Details Card 36

Self-Selected Writing

- What kinds of things can make sounds?
- Write about a time you heard a sound and had to search for what made the sound.
- Draw and label a picture of a person, animal, or object making a sound.

Practice Book BLMs

Handwriting: p. 135
Grammar: pp. 138–140

Digital Activities

Grammar

Content Area Connections

Content Area Reading BLMs
- Additional texts related to Science, Social Studies, Health, and the Arts.

Research and Inquiry
- Complete Sound Demonstration project

INDEPENDENT AND COLLABORATIVE WORK **T85J**

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 **consistently and systematically** represent concepts, ideas, and practices congruent with the Language Expectations?	
Breadth.PLD: Indicators In the context of grade-level content learning, materials support language development that consistently address teaching and learning that is informed by PLDs…	**Breadth.PLD: Key Questions** Where and how do materials consistently and systematically prompt, offer guidance, make pedagogical suggestions, and plan instruction to…
❑ Across **lessons** ❑ Across **units** of learning ❑ Across the **course** of study	● 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 K materials. They reflect a range of language development targets across the units of learning. Students have access to language frames, anchor charts, and words for learning in each and every unit of learning.

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

Oral Language Sentence Frames

Exchange/Express Information and Ideas

Use these sentence frames for oral language practice.

- In the story, the characters_____.

  I learned_____.

- In the story, _____ did _____.

  I learned _____ about_____.

- The characters _____ because _____.

  I learned _____ about _____.

  It was interesting because _____.

Grades K–I

1

Wonders Grade K 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	*Wonders* aligns with all four Big Ideas. The asset-based philosophy is especially evident in the curriculum. *Wonders* 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	Although this curriculum is designed to meet ELD Standards 1 & 2, evidence of Science and Social Studies is present as well. The materials follow a pattern for all units. The content and language objectives are clearly aligned in all of the materials.	
Key Language Uses	The materials allow for instruction and practice with all four of the Key Language Uses.	
Language Expectations	The Language Objectives within the curriculum mirror WIDA's Language Expectations, Functions, and Features.	
Proficiency Level Descriptors	There are multiple ways to meet students where they are on their language journey. Some of these include ELL Small Group Guide, Newcomers Materials, and multiple suggestions for content differentiation.	

Consensus Determination for Seal Eligibility

Review Team: Talia W. Gray, Anna S. Sargent
Lead Reviewer: Talia W. Gray
Year-Long Course of Study Submitted for Review: The materials referenced in the submission include the following:
Teacher components: Teacher's Edition, ELL Small Group Guide, Instructional Routines Handbook, Language Development Kit, Newcomers Kit, Foundational Skills Kit, Language Transfers Handbook, ELL Unit Assessments;
Student components: Reading/Writing Companion, Literature Collection, Scaffolded Shared Read, Oral Language Sentence Frames, Shared Read Writing Frames, ELL Anchor Text Support, ELL Extended Writing Resources, Differentiated Genre Passages, Leveled Readers, Differentiated Texts
Supplementary Materials Included in Year-Long Course of Study: N/A
Materials for Adjacent Grade Levels Within the Same Grade-Level Cluster Submitted for Review: N/A
Submission Date: July 11, 2023
Educational Entity: McGraw Hill

REVIEW TEAM'S FINAL CONSENSUS NOTES AND CRITERION SCORE

Publisher: McGraw Hill
Title of Materials: *Wonders* © 2023, Kindergarten
Grade Level/Levels: Grade K

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		Lowest criterion score earned for ELD Standards Statements: **4**
Match.ELD.1	4	
Match.ELD.2-5	4	
Depth.ELD	4	
Breadth.ELD	4	
Key Language Uses		Lowest criterion score earned for Key Language Uses: **4**
Match.KLU	4	
Depth.KLU	4	
Breadth.KLU	4	
Language Expectations		Lowest criterion score earned for Language Expectations: **4**
Match.LE	4	
Depth.LE	4	
Breadth.LE	4	
Proficiency Level Descriptors		Lowest criterion score earned for Proficiency Level Descriptors: **4**
Match.PLD	4	
Depth.PLD	4	
Breadth.PLD	4	
Eligibility to earn the PRIME 2020 Seal of Alignment		<mark>Yes</mark> / No

Lead Reviewer: Talia W. Gray
Date: 8.20.23