

2021 Instructional Material Summer Review Institute

Review Team Appraisal of Title

K-5 English Language Arts

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

This appraisal form should be used in conjunction with the publisher provided Form D: Research Based Effectiveness Determination that supports this reviewed material which can be found on the Instructional Material Bureau website.

<https://webnew.ped.state.nm.us/bureaus/instructional-materials/the-adoption-cycle/>

Text Title	Wonders Grade 1 Comprehensive Student Bundle with 6 Year Subscription	Publisher	McGraw Hill LLC
SE ISBN	9780076992706	TE ISBN	9780076900046
SW ISBN		Grade Level/Content	Grade 1 ELA

Core Instructional Material Designation (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

Recommended
(90% and above)



Recommended with Reservations (80-89%)



Not Recommended and Not Adopted
(below 80%)



Total Score - The final score for the materials is averaged between the team of reviewers.

Average Score

98%

Cultural and Linguistic Relevance Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

CLR Recognized



Average Score

99%

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

Student Choice materials affirm backgrounds and develop self-directed students. Teaching the Whole Child promotes ownership of learning. The materials promote diversity in texts and activities that focus on working together, helping one another and sharing family traditions. Students conduct interviews with someone who is a school helper and a classmate about one of their family traditions.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence (autofilled from All Content Appraisal tab):

The material has built in routines to support ELLs. The material has many digital professional development available to teach about culture in positive ways that influence children to see the differences in one another. Materials promote democratic values while at the same time integrating and recognizing and valuing other cultures.

Structured Literacy Recognition - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy. Those materials receiving a score of 90% or above on the structured literacy portion of the review are recognized as having high quality support for the components of structured literacy.

SL Recognized



Average Score

98%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

Statements of appraisal and supporting evidence (autofilled from Structured Literacy/ELA Content Appraisal tab):

The materials are based on the science of reading and reflect the key elements of structured literacy, which includes the 5 reading components (phonological awareness, phonics, vocabulary, comprehension and fluency). The lessons are gradually released to students for independent work, following the explicit teaching of "I do> modeling, we do> guided practice, >you do> independent work". The lessons build on each other following a scope and sequence and building on prior knowledge and skills.

Standards Review - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

98%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials align with 1st grade CCSS. A Standards weekly overview is provided on the Wonders Digital Materials in the unit plan and weekly standards section. Lessons are hyperlinked to each standard. In the printed Teachers Editions, clear objectives are provided for every lesson and align with specific standards. Every single first grade standard is explicitly taught.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The Wonders materials, both physical materials and digital resources, align to the reading standards of the Common Core State Standards as well as the additional New Mexico reading standards. The materials have daily work using various modalities to learn the Big 5 of reading: Phoneme Awareness, Phonics, Fluency, Comprehension and Vocabulary. Small group instruction is readily available to reteach struggling students, ELLs and diverse language students. Each daily lesson has a digital component to quickly identify which CCSS standards are addressed during ELA time.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials provide opportunities to learn how to correctly write each letter, spell words, practice and learn syntax, and mechanics. The material also provides lessons on writing conventions and spacing to produce a readable document. Students have the opportunity to respond to daily readings in their response journal and make connections to text they have read. Students work through the writing process every unit and learn to write in all genres (personal narrative, fantasy, informational text, poetry, procedural text, and persuasive text).

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials provide multiple opportunities for students to engage in collaborative conversations with peers, ask and answer questions about texts, and listen and discuss read alouds and shared texts. In addition, students are provided opportunities to present their writing and research projects to the class. Teachers can utilize the speaking and listening checklists to support students in meeting objectives.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The Wonders materials provide explicit vocabulary development and instruction of new words through the oral vocabulary routine. Students are given multiple opportunities to share ideas with natural language and they are encouraged to use the vocabulary and grammar introduced and explored during the week. However, specific language objectives can only be found in the lessons designed for English Language Learners. All other lessons in the materials have general objectives but not language objectives.

Structured Literacy Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the components of structured literacy.

Average Score

98%

Materials are informed by and based on the Science of Reading; reflect evidence-based teaching principles; and reflect evidence-based elements of structured literacy.

Statements of appraisal and supporting evidence:

The materials are based on the science of reading and reflect the key elements of structured literacy, which includes the 5 reading components (phonological awareness, phonics, vocabulary, comprehension and fluency). The lessons are gradually released to students for independent work, following the explicit teaching of "I do> modeling, we do> guided practice, >you do> independent work". The lessons build on each other following a scope and sequence and building on prior knowledge and skills.

ELA Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

100%

Materials provide sequential, cumulative instruction and practice opportunities for a full range of foundational skills.

Statements of appraisal and supporting evidence:

Wonders materials follow a systematic and sequential order to teach students to read, beginning with easier concepts and leading to the more complex. Each day begins with non-print activities of Oral Vocabulary and Phonemic Awareness activities and then move into the print concepts of Phonics, Vocabulary, and Comprehension. There is an engaging weekly routine followed for students to benefit from the Gradual Release of Responsibility Routine as they gain independence in their reading skills. The scope and sequence of the materials demonstrate the cumulative instruction within the curriculum.

Materials provide a selection and range of high-quality texts worthy of students' time and attention, exhibiting exceptional craft and thought and/or providing useful information.

Statements of appraisal and supporting evidence:

The text selections are appropriate for 1st grade students and include diverse genres. The close reading anchor texts provide appropriate complexity and provide plenty of opportunities for text analysis through reading, writing and discussions. Materials ask students to discuss, retell and write about the text. They answer text specific questions and cite their evidence. Materials provide grade level text, leveled readers, paired reading, shared reading and decodable readers. These varied texts provide opportunities for fluency, engagement and comprehension.

Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

Statements of appraisal and supporting evidence:

The lesson plans recommend rereading of many texts and then having students use text evidence to respond to a prompt and questions. Students site the evidence with page numbers and complete sentence stems and/or respond with their opinion. Students also use details to make inferences and use text evidence to confirm predictions or gain new insights. To gain an even deeper understanding, students reread and think about what they first thought, what they learned, and how their thinking changed.

Materials provide scaffolding and supports to enable students' learning of English language arts.

Statements of appraisal and supporting evidence:

The materials offer questions and tasks that support students to unpack the academic language prevalent in complex text through the access complex text outline. Lessons have ELL scaffolding and offer prominent and varied writing opportunities for all learners, including below grade level, with many opportunities to encounter and comprehend grade level complex text. The lessons offer real word activities for students to use natural language (interview, presentations). The materials give all levels of learners access and are measured against the CCSS.

All Content Review - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

98%

Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.

Statements of appraisal and supporting evidence:

The Wonders 1st grade materials align with the CCSS and every lesson has objectives that are also consistent with the standards. The lessons are differentiated and spiral to ensure students master each standard. The materials engage students to reflect on their learning, have collaborative conversations and respond to and analyze text.

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

Statements of appraisal and supporting evidence:

The Wonders 1st grade materials are written in a coherent and consistent manner demonstrating a routine for each week that is predictable in the content and standards addressed. Students have ample opportunities for exposure to all of the CCSS to work toward fluency of reading and writing at grade level. For students who are struggling, have language difficulties, or participate in Special Education, there are also daily lessons to reteach the content and practice foundational skills.

Materials support teacher planning, learning, and understanding of the standards.

Statements of appraisal and supporting evidence:

The teacher's edition offers the teacher help with students who are having difficulty understanding a concept, providing differentiated instructions for additional support and practice. The small group work helps teachers with foundational skills, questioning, and discourse on the subject. There are also additional strategies for teaching collaborative conversations that includes sentence starters to scaffold the discussions. The Instructional Routines Handbook provides the how and why of teaching the content and provides explicit routines for the instruction.

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

Statements of appraisal and supporting evidence:

The material offers teachers multiple assessment options. The unit assessments provide a summative measure of how much students have learned in each unit. The oral reading fluency assessments provide ongoing information about students' reading performance. The track your progress rubric can be used for students to self assess and note any areas where they need improvement. Teachers can customize rubrics or print and use rubrics already created. Students keep portfolios to reflect on prior work and what they have learned. The RWC prompts students to review skills from the unit and answer multiple choice questions.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The Wonders materials make use of a tremendous amount of embedded technology to enhance student learning. The technology is present in instructional presentations by the teacher. There are also many opportunities for students to open Wonders digital materials for practice, music, digital lessons, and games relevant to the skills being taught during the week.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

Teachers can integrate their favorite resources, focus on student-centered learning, or use digital or print resources, and teachers can use the Wonders resources to create their own lessons. The materials allow for teachers to reteach to strengthen understanding of the standard. Student Choice materials allow students to develop self interest and promotes them to take responsibility of their learning.

Materials give all students extensive opportunities and support to explore key concepts.

Statements of appraisal and supporting evidence:

The Wonders first grade gives all students extensive opportunities to explore the key concepts of the week. The suggested weekly lesson plan shows how content for the week is introduced and then retaught throughout the week. Students have the benefit of explicit, systematic instruction coupled with a student edition book to explore the concepts strengthened through multiple readings of the same book. The practice book offers many opportunities to use paper and pencil to practice phonics and grammar concepts taught during the week as well.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Student Choice materials affirm backgrounds and develop self-directed students. Teaching the Whole Child promotes ownership of learning. The materials promote diversity in texts and activities that focus on working together, helping one another and sharing family traditions. Students conduct interviews with someone who is a school helper and a classmate about one of their family traditions.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The material has built in routines to support ELLs. The material has many digital professional development available to teach about culture in positive ways that influence children to see the differences in one another. Materials promote democratic values while at the same time integrating and recognizing and valuing other cultures.

Reviewers' Professional Summation - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: 28

Background and experience:

Level III teacher with 11 year's experience teaching K through 5th grade. Currently an ELA Elementary Content Specialist. Master's degree in curriculum and instruction, TESOL endorsement, Certified LETRS facilitator.

Professional summary of material:

Wonders 1st grade materials are very similar to kindergarten materials, which is nice for vertical alignment. The materials provide a variety of tasks to engage students in critical thinking, collaborative conversations, technology, and analysis of text. Both the print and digital activities align to standards, objectives and the skills of the week. The only objectives that are minimal are the language standards and learning targets (what students should be able to do). The objectives are the standards restated. There are no clear student friendly learning targets/objectives. The teacher edition is wonderful for beginning teachers or educators who prefer planned and scripted lessons. The lessons are explicitly taught and teachers are encouraged to provide feedback. Explicit instruction is provided in phonemic awareness and phonics, then instruction progresses to decoding and encoding the spelling pattern of the week. Explicit grammar instruction is also provided. The materials provide teachers with frequent opportunities to assess, progress monitor and check for understanding. Assessments are available in print or digitally. Wonders digital platform allows teachers to customize rubrics or print and use rubrics already created. However, this feature is not very user friendly and may require PD or other assistance to understand. The differentiated instruction for small groups and English Language Learners is extensive. Weekly differentiated lessons are provided for the following skills: Phonological Awareness, Phonics, Structural Analysis, Words to Know and Comprehension. The materials support teachers with a set of targeted and meaningful culturally responsive lessons. The materials include teaching goals to be a culturally responsive teacher and external resources for self-assessment and additional research. These lessons are exceptional, but there are only 8 and they are additional lessons instead of being embedded into the curriculum.

Reviewer #: 29

Background and experience:

Level 3 teacher with 28 years experience teaching prek-2. Master's in curriculum and Instruction, TESOL endorsement, National Board Certified, 2017

Professional summary of material:

The Wonders 1st grade literacy program is a balanced, researched based program that is aligned to CCSS. It includes the big 5 reading components and is systematic and predictable. The program has 6 units with 5 weeks in each unit. Lessons are aligned to standards and objectives. The language objectives are not clearly stated, and there are no student-friendly standards stated. Lessons are designed and set up to be predictable and have a scope and sequence. The program has an SEL component and a start smart 3 weeks to teach routines and procedures. The literature consists of a variety of genres, leveled readers, and decodable readers. The program is designed with habits of learning and classroom culture in mind. It uses the "I do, We do, You do" approach and encourages independent learners. The program offers explicit mini lessons, small group lesson, whole group lessons, close reads, and differentiated lesson. Lessons include collaborative discussions, reading, writing, presenting, and responding to texts. The program has a strong digital component for practice of skills and assessments. The materials offer a wide range of informal, summative, and progress monitoring of skills. The culturally responsive lesson are hard to find and there are not many. The literature itself is very culturally diverse and includes multiple ethnic descriptions, interpretations, or perspectives of events and families.

Reviewer #: 30

Background and experience:

Level 3 Teacher with 23 years experience teaching Kindergarten and 1st grade. Master's degree in Curriculum and instruction, TESOL Endorsement, Administrative Licence

Professional summary of material:

The Wonders 1st grade literacy program is a research-based, balanced literacy program that provides students with ample opportunities to learn and practice the skills necessary to become proficient readers and writers. For teachers just beginning their careers, Wonders offers a great deal of support with lesson planning, time management, daily skill arrangement in a logical flow, Tier 2 intervention for struggling learners, and English Language Learner support. Teachers who have been practicing for many years will find the materials offer a great amount of professional development opportunities to learn about the research behind the materials. The selected texts are high-quality and engaging for students and are worthy of multiple reading sessions. Wonders is considerate of cultural relevance in its choice of literature with characters from varied racial backgrounds and exploring the traditions of a variety of cultures. Wonders has a consistent weekly routine that provides explicit, systematic instruction with a gradual release model to help students to internalize learning and become more independent in their studies. The materials address student learning styles through multiple modalities, providing diverse presentations and experiences of the content so that students use different senses and different skills during a single lesson. It is a tedious process to find the student phonics practice materials each week and print them out. I feel this area of the program could be strengthened.