

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 Kindergarten System 22 Student 6 Year Bundle Grade K	Publisher	McGraw Hill LLC
SE ISBN	9780076992690	TE ISBN	included in full K bundle
SW ISBN		Grade Level/Content	Grade K 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

97%

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):

Materials provide a balance of examples and illustrations that create culturally bias-free and stereotype-free perspectives. Students explore their self-identity and the classroom culture emphasizes that everyone belongs. The social emotional learning component affirms backgrounds and provides students with strategies to work together.

Materials include a culturally responsive lens.

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

The printed and digital materials support teachers to use sentence starters and to build a routine to teaching that supports ELLS. Teachers have digital professional development available to demonstrate understanding of their own classroom and to teach about culture in ways that positively influences children to see the differences in one another but recognize them as a positive element. In addition, teachers have access to culturally responsive lesson plans in the online resources. These lessons provide the teacher with background, objectives, and activities.

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

99%

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):

Materials emphasize the key elements of structured literacy, which include the five reading components (Phonological awareness, Phonics, Vocabulary, Comprehension and Fluency). The lessons gradually release students to independent work, following explicit teaching using the "I do, We do, You do" approach. The scope and sequence builds upon prior knowledge and skills are introduced sequentially.

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

Average Score

96%

Materials align with grade level ELA standards overall.

Statements of appraisal and supporting evidence:

The materials align with kindergarten CCSS. Objectives are provided for every lesson and the standards are aligned. The essential elements of reading are thoroughly addressed in weekly lessons with multiple exposures to reading, writing, speaking and listening activities.

Materials align to reading standards.

Statements of appraisal and supporting evidence:

The materials offer engagement with reading standards on a daily basis in the form of read alouds, interactive read alouds, shared reading, leveled readers and decodable texts. Reading materials are available in a variety of genres. Students engage in texts by analyzing the text, collaborating with peers and asking and answering questions.

Materials align to writing standards.

Statements of appraisal and supporting evidence:

The materials provide opportunities to learn how to correctly write each letter, that words are made up of letters, and that sentences are made up of words and begin with a capital and end with punctuation. The material also provides lessons on writing conventions and use of line and spaces to create a readable document. Students are asked to respond to daily readings with daily writing. Students also have a response journal to write about texts, make connections with other texts, make connections to self and text to world. Students work through the writing process at least once every unit with different types of writing (narrative, informative, and opinion).

Materials align to speaking and listening standards.

Statements of appraisal and supporting evidence:

The materials provide opportunities for students to have collaborative conversations with diverse partners to ask and answer questions about the story, draw or write about it, and then talk to a partner about it. Students practice their listening and speaking skills when they present their writing and research projects.

Materials align to language standards.

Statements of appraisal and supporting evidence:

The materials provide explicit vocabulary development and instruction of new words through the Oral Vocabulary Routine. Students are given multiple opportunities to listen to peers as well as address the class to share ideas and they are encouraged to use the new vocabulary and grammar. Speaking and listening anchor charts are created with the class and students can use a student friendly checklist to assess their speaking and listening progress.

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

99%

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:

Materials emphasize the key elements of structured literacy, which include the five reading components (Phonological awareness, Phonics, Vocabulary, Comprehension and Fluency). The lessons gradually release students to independent work, following explicit teaching using the "I do, We do, You do" approach. The scope and sequence builds upon prior knowledge and skills are introduced sequentially.

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:

Foundational skills are taught to develop oral and written language skills. Every week the word work materials include lessons on Phonological Awareness, phonics, spelling, and high frequency words. Students then apply these weekly skills to reading text.

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 publisher provides a variety and balance of informational texts and literacy in a variety of genres and subject matter. The material reflects genres and texts that are required by the standards. This selection includes informational texts, narratives, poetry, plays, speeches, nursery rhymes, and scientific documents. The text selections are age appropriate and culturally relevant.

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 weekly suggested lesson plans recommend re-reading the shared read. After re-reading, students use text evidence to respond to a prompt and they cite the evidence and page number. Students use their Reading/Writing Companion to complete text dependent sentence stems and are asked to site the text evidence.

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

Statements of appraisal and supporting evidence:

The materials provide questions and tasks that support students in unpacking the academic language prevalent in complex texts. These materials offer prominent and varied writing opportunities and provide all students, including those who read below grade level, with extensive opportunities to encounter and comprehend grade-level complex text. The materials provide real-world activities for student practice with natural language. The materials assess students at a variety of knowledge levels and are measured against the CCSS expectations.

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

99%

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:

Students are provided opportunities to work with rubrics to support self assessment and check their understanding. Students analyze texts and make connections by collaborating in conversations with peers about the essential questions and other content. Then they connect and extend their knowledge and skills by writing about what they learned.

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

Statements of appraisal and supporting evidence:

The publisher provides a scope and sequence for the whole year, and for each unit. Each unit has an overview that gives a clear learning progression of the 4 week unit that lists essential questions, vocabulary, word work, comprehension skills, writing, and grammar work. Each lesson follows explicitly instructions of using the "I do, we do, they do" approach.

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

Statements of appraisal and supporting evidence:

The teacher's edition assists the teacher with helping students who are not understanding a given concept. If a student is not understanding the concept during whole group instruction, the materials lead the teacher to small group, differentiated lessons for additional instruction and practice on those skills. The small group work helps the teacher with foundational skills, questioning, and discourse on the subject. Additional strategies for teaching collaborative conversations includes sentence frame starters to help scaffold discussions.

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 a digital grade book, dashboard, and data that is kept for each student if they use the digital assessments, activities, and games. The material also offers several options for informal assessment such as practice book, checklist, rubrics, response boards, performance based tasks, questions, projects, and activities.

Materials support effective use of technology to enhance student learning.

Statements of appraisal and supporting evidence:

The student online games give students multiple opportunities to assess their knowledge using technology. The online materials allow teachers to assign specific activities to students that can be monitored in the data dashboard. Unit Assessments can be taken online or paper pencil.

Materials can be easily customized for individual learners.

Statements of appraisal and supporting evidence:

The materials offer suggestions for differentiation throughout the program to meet the needs of all learners and learning styles. The materials allow the teacher to reteach material to strengthen understanding of content. There are multiple approaches to lessons to allow for different student populations to interact with the material.

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

Statements of appraisal and supporting evidence:

This material offers a daily opportunity to specifically address the learning needs of ELLs. The lessons directly teaching ELLs can be used to front load upcoming material or to reteach. Linguistically diverse students get regular support and scaffolding to allow them to actively participate in classroom study and collaboration with peers.

Materials take into account cultural perspectives.

Statements of appraisal and supporting evidence:

Materials provide a balance of examples and illustrations that create culturally bias-free and stereotype-free perspectives. Students explore their self-identity and the classroom culture emphasizes that everyone belongs. The social emotional learning component affirms backgrounds and provides students with strategies to work together.

Materials include a culturally responsive lens.

Statements of appraisal and supporting evidence:

The printed and digital materials support teachers to use sentence starters and to build a routine to teaching that supports ELLS. Teachers have digital professional development available to demonstrate understanding of their own classroom and to teach about culture in ways that positively influences children to see the differences in one another but recognize them as a positive element. In addition, teachers have access to culturally responsive lesson plans in the online resources. These lessons provide the teacher with background, objectives, and activities.

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. Master's degree in Curriculum and Instruction, TESOL endorsement, Certified LETRS facilitator. Currently an ELA Elementary Content Specialist.

Professional summary of material:

The material in this curriculum is designed around a balanced literacy approach with explicit teaching. Instruction is provided in whole group and small group settings with a gradual release to independent work. The scope and sequence is aligned to CCSS and provides a week by week and unit glance of skills, concepts and materials. There is also a suggested lesson plan for each week. All of the units follow the same organizational pattern of instruction which include: introducing/reviewing the concept, phonological awareness, listening comprehension with a big book or interactive read aloud, word work (phonemic awareness, phonics, handwriting, high frequency words), shared read, shared writing, grammar, and independent writing (3 times a week). The program consistency makes the routines easy to follow and encourages habits of learning. The heavy focus on foundational skills and explicit instruction (I do, we do, you do) aligns with the science of reading and the importance of teaching phonological awareness and phonics. The materials provide numerous opportunities for differentiation and collaboration. Every lesson includes collaborative conversations with prompts or directions for student talk. Differentiation for English Language Learners is embedded throughout the lessons. These include visual cues, sentence stems, recorded texts, and scaffolded instruction. Another great component is the Social Emotional Learning section in each unit. Sesame Street Workshop is a partner in this learning. The SEL lessons focus on building the skills and behaviors students need to engage in learning and establish positive relationships with others.

In addition, the program comes with an online component that offers every print resource in a digital format. Teachers can also assign online learning games, activities, readers and assessments.

Culturally responsive texts are available, but lessons were minimal and surface level. There are 8 lessons that can be found online as additional resources. You must search for these instead of them being imbedded into the program.

Reviewer #: 29

Background and experience:

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

Professional summary of material:

The Wonders program is a balanced, researched based kindergarten program. It does address the big 5 reading components, align to CCSS, and has a systematic and cumulative reading instruction procedure. Wonders Kindergarten has 10 units, each unit consists of 3 weeks under a big idea, and a week for assessment and extensions. Each lesson is designed and set up the in the same predictable manner. The program has a scope and sequence. It also has an SEL component, start smart, offers a variety of genres, differentiated lesson for each level, ELL, an online component, and extensions. Wonders was 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 has explicit mini lessons, small group resources, anchor text, paired text, interactive read alouds, shared reading, daily review, a writing component, differentiated instruction, and independent practice with a reading/writing companion. Lessons include a variety of methods including close reading, students collaborative conversations, reading, drawing and writing in response to text, and scaffolding for ELL and approaching learners. It does have informal and summative assessments. The program has culturally responsive lessons; however, not very many and they are not easy to find. The program does include material with multiple ethnic descriptions, interpretations, or perspectives of events and experiences, and materials that engage students in reflections of their own life.

Reviewer #: 30

Background and experience:

Level III teacher with a 21 years experience teaching Kindergarten and 1st grade. Master's degree in curriculum and instruction, TESOL endorsement, Administrative License, Certified LETRS facilitator. Currently working as a 1st grade teacher.

Professional summary of material:

The Wonders 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.