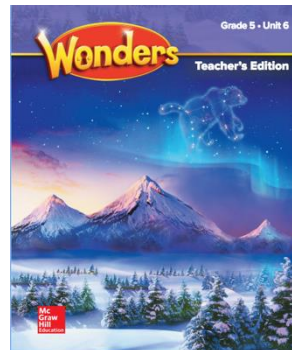
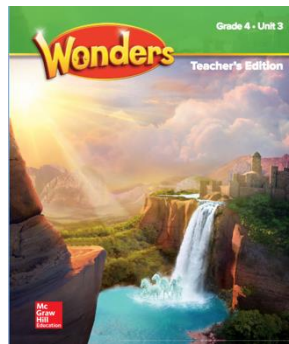
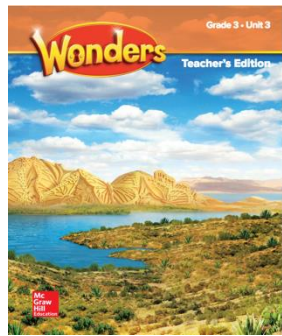


Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, Grades 3-5



Introduction

What Are the Purposes of the IMET?

This ELA/Literacy IMET is designed to help educators determine whether or not instructional materials are aligned to the Shifts and major features of the Common Core State Standards (CCSS). The substantial instructional Shifts (www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) at the heart of the Common Core State Standards are:

- **Complexity:** Regular practice with complex text and its academic language
- **Evidence:** Reading, writing, and speaking grounded in evidence from text, both literary and informational
- **Knowledge:** Building knowledge through content-rich non-fiction

The IMET draws directly from the following documents:

- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (www.corestandards.org/ELA-Literacy/)
- Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

There are important considerations for implementation of materials in addition to alignment. Evaluators may want to add their own indicators to the ones provided here in order to evaluate local considerations beyond alignment.

For materials passing the IMET, educators can make use of more detailed instruments available in the Materials Alignment Toolkit (www.achievethecore.org/materials-alignment-toolkit) developed collaboratively by the Council of the Great City Schools, the Council of Chief State

School Officers, and Achieve to enable further analysis of individual grade-level alignment, supports for special populations, and other aspects of quality in aligned materials.

Getting Started

When to Use the IMET

1. Evaluating materials currently in use: The IMET can be used to analyze the degree of alignment of existing materials and help to highlight specific, concrete flaws in alignment. Even where materials and tools currently in use fail to meet one or more of these criteria, the pattern of failure is likely to be informative. States and districts can use the evaluation to create a thoughtful plan to modify or combine existing resources in such a way that students' actual learning experiences approach the complexity, evidence, and knowledge building of the Standards.
2. Purchasing materials: Many factors go into local purchasing decisions. Alignment to the Standards is a critical factor to consider. This tool is designed to evaluate alignment of instructional materials to the Shifts and the major features of the CCSS.
3. Developing materials: Those developing new materials locally can use this tool as guidance for creating aligned ELA/Literacy curricula.

Please note that this tool was designed for evaluating comprehensive curricula (including any supplemental or ancillary materials). It was not designed for the evaluation of standalone supplemental materials.

Getting Started

Who Uses the IMET?

Evaluating instructional materials requires both subject matter and pedagogical expertise. Evaluators should be well versed in the Standards (www.corestandards.org/ELA-Literacy/) for all grades in which materials are being evaluated. Evaluators also should be familiar with the substantial instructional Shifts (www.corestandards.org/other-resources/key-shifts-in-english-language-arts/) of Complexity, Evidence, and Knowledge that are listed above.

Prior to Evaluation

Assemble all of the materials necessary for the evaluation. In addition, each evaluator should have a reference copy of the Common Core State Standards for ELA/Literacy (www.corestandards.org/ELA-Literacy/) and the Supplement to Appendix A of the Common Core State Standards for ELA/Literacy: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf). Reviewers may also choose to reference the Publishers' Criteria for the Common Core State Standards in ELA/Literacy, Grades 3–12 for additional support and guidance. (www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf).

Before conducting the evaluation itself, it is important to develop a protocol for the evaluation process. The protocol should include having evaluators study the IMET. It will also be helpful for evaluators to get a sense of each program overall before beginning the process. At a minimum, this would include reading the front matter of the text, looking at the table of contents, and paging through multiple chapters.

There are training materials available for the IMET (www.achievethecore.org/IMET) which provide an overview of the tool and detailed information about each of the criteria. The trainings are broken up by instructional Shift, each of which corresponds with a specific Non-Negotiable and an Alignment Criterion, as follows:

- Complexity: Non-Negotiable 1 and Alignment Criterion 1
- Evidence: Non-Negotiable 2 and Alignment Criterion 2
- Knowledge: Non-Negotiable 3 and Alignment Criterion 3

Alignment Criterion 4, “Access to the Standards for All Students,” will be included with Non-Negotiable 3 training modules.

Evaluators may choose to go through the IMET from start to finish (from Non-Negotiable 1 through Alignment Criterion 4). Alternatively, evaluators might choose to complete the criteria for one Shift before moving to the next, in accordance with how the training materials are sequenced. There are instructions built into the tool to reinforce this option.

Navigating the Tool

Steps 1–3 below should be completed to produce a comprehensive picture of the strengths and weaknesses of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Step 1: Non-Negotiable Alignment Criteria (p. 5)

- The Non-Negotiable Alignment Criteria must each be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Non-Negotiable Alignment Criterion has one or more metrics associated with it; every one of these metrics must be met in order for the criterion as a whole to be met.
- Examine the relevant materials and use evidence to rate the materials against each criterion and its associated metrics.
- Record and explain the evidence upon which the rating is based.

Getting Started

Step 2: Alignment Criteria (p. 17)

- The Alignment Criteria must each be met for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each Alignment Criterion has one or more metrics associated with it; a specific number of these metrics must be met or partially met in order for the criterion as a whole to be met.
- Examine the materials in relation to these criteria, assigning each metric a point value. Rate each criterion as “Meets” or “Does Not Meet” based on the number of points assigned. The more points the materials receive on the Alignment Criteria, the better they are aligned.
- Record and explain the evidence upon which the rating is based.

Step 3: Evaluation Summary (p. 43)

- Compile all of the results from Steps 1 and 2 to determine if the instructional materials are aligned to the Shifts and major features of the CCSS.

All steps should be completed to produce a comprehensive picture of the strengths and weaknesses of the alignment of the materials under evaluation. Information about areas in need of improvement or supplementation should be shared with internal and external stakeholders.

Directions for Non-Negotiable 1

High-quality Text

Non-Negotiable 1: Anchor texts are worthy of students’ time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.

Materials to Assemble

- Teacher’s edition and student materials
- Appendix A pages 1-10 for more on the vital role text complexity plays in the CCSS (www.corestandards.org/assets/Appendix_A.pdf)
- Supplement to Appendix A: New Research on Text Complexity (www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)

Metrics to Review

- **NN Metric 1A:** Anchor texts¹ in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)
- **NN Metric 1B:** Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 1 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 1 as Meets.

1. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.

Non-Negotiable 1

High-quality Text

Metric

NN Metric 1A:

Anchor texts² in the materials have the appropriate level of complexity for the grade as defined by the standards, according to quantitative and qualitative analysis. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)

How to Find the Evidence

What to look for: Evidence of quantitative and qualitative measures of anchor texts in the submission.

- Document what quantitative measure (e.g., ATOS, Lexile, Reading Maturity) was used and how many samples were within the grade band.
- If there is no evidence of quantitative measures, evaluate a sample of texts to ensure anchor texts are within the grade band and ask publisher to send such a list.
- Look for an explanation of specific features regarding levels of meaning/purpose, text structure, language clarity, and knowledge demands. This information should support the grade-level placement.
- If the publisher only provides a summary rating, ask the publisher to send the back up detail on particular features that supports the rating.
- Look for evidence that the publisher has used a qualitative analysis to guide instruction. (This information is not needed to meet the metric but worth noting as a strength, if apparent.)
- In a set of materials, the complexity of texts students read should increase year to year.
- Materials consistently allow teachers and students to spend adequate time working with complex texts.

Where to look: Check to see if the publisher has submitted a separate list or the information is contained within unit materials. If time permits, consider checking a random sample of texts against the publisher's rating.

Evidence

The 3-part model for measuring text complexity--found in Appendix A of the Common Core State Standards, pages 4-9--was used in selecting and placing all text in the program: Quantitative Measures, Qualitative Measures and Reader and Task Considerations. Wonders meets the CCSS rigors by identifying the elements that make each particular piece of text complex and provides the necessary scaffolding to assist teachers and help students meet those text-specific challenges. Weekly text sets and Foster a Love of Reading pages can be utilized to find evidence of quantitative measures, while Accessing Complex Text (ACT) boxes found within the Teacher Edition (TE) support qualitative measures of complexity. Each grade level Scope and Sequence can also be analyzed to view texts that are part of a series to build knowledge. Grade level scope and sequence charts are included in the back of the TE.

3rd Grade-Unit 3: Genre Study 1: T10-T11, BM2-BM13

4th Grade-Unit 3, Genre Study 1: T10-T11, BM2-BM13

5th Grade-Unit 6, Genre Study 1: T10-T11, BM2-BM13

Rating

Meets

Does Not Meet / Insufficient Evidence

2. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.

Metric

NN Metric 1B:

Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.

How to Find the Evidence

What to look for: Anchor (or read aloud) text selections that are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax. In K-2, look for anchor texts that are read aloud to review for quality and richness and not texts designed for mastering foundational reading.

- Look to see whether selections include a copyright (as that will signal that they are previously published).
- Make judgments about whether the selections exhibit exceptional craft or provide useful information.
- Check whether the selections are worth multiple reads (e.g., well-crafted, provide useful or important information).
- Check for a mix of texts, literary and informational, that reflect the proportion of literary and informational reading distribution required for that grade level.

Where to look: Examine publisher provided information or do a survey of text types across all the units for each year. Read over the passages in a representative sample of lessons for quality evaluations.

Evidence

The main selection in the Literature Anthology is the anchor text for every week. Selections in the Literature Anthology are not only of publishable quality but are in fact compiled from well-known and well-loved trade books and authors, including many award-winners and CCSS exemplar texts. For each selection, detailed prompts and other features are provided to facilitate especially close reading. Besides the anchor selection, each week contains 3 short reads and a read aloud, all linked to a key topic from this cornerstone text. The developers of *Wonders* have been fundamentally committed to the parity of complex literary and informational text. The selections in *Wonders* reflect the 50/50 balance of literary and informational text outlined in the Common Core State Standards. Examples of genres in *Wonders* include: autobiography, narrative nonfiction, expository text, biography, informational text, fantasy, fable, poetry, fairy tale, folktale, myth, historical fiction, realistic fiction, and drama. Student texts for each genre study can be found in the grade level Scope and Sequence charts in the back of each TE.

3rd Grade-Unit 3: Genre Study 1: Earth, T45A–T45O

4th Grade-Unit 3, Genre Study 1: Aguinaldo, T43A–T43M

5th Grade-Unit 6, Genre Study 1: The Unbreakable Code, T43A–T43O

Rating

- Meets
- Does Not Meet / Insufficient Evidence

Non-Negotiable 1: Anchor texts are worthy of students’ time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade.

Rating for Non-Negotiable 1

If both metrics were rated as Meets, then rate Non-Negotiable 1 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 1 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

Meets

Does Not Meet

Strengths / Weaknesses:

***There are additional metrics under Alignment Criterion 1 that pertain to evaluating texts. If you wish to continue reviewing for text qualities, skip to Alignment Criterion 1 on Page 17. Otherwise, continue on to Non-Negotiable 2 on Page 9. Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 43.**

Directions for Non-Negotiable 2

Evidence-based Discussion and Writing

Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)

Metrics to Review

- **NN Metric 2A:** At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.
- **NN Metric 2B:** Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Non-Negotiable 2

Evidence-based Discussion and Writing

Metric

NN Metric 2A:

At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.

How to Find the Evidence

What to look for: Questions that are based on evidence from the texts and are specific to the text (i.e., not “generic” questions that could be asked about any text).

- Document such things as whether or not the questions:
 - o Require readers to produce evidence from the texts to support their claims.
 - o Are specific enough and can only be answered through careful reading.
 - o Go beyond the text to make other connections in extension activities only after the text has been deeply and completely explored.
- Pay special attention to culminating and extended response tasks since they constitute a higher proportion of instructional time. These tasks should call on the knowledge and understanding acquired through the questions.

Where to look: Analyze a sample set of questions, tasks and assessment items from across the submission. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

The majority of questions presented in Wonders are text dependent, as Wonders was specifically designed to address the CCSS and to help students access complex text through close reading. All tasks are presented so that students need to reread and cite text evidence in their responses. The questions and tasks in Wonders are crafted to require careful comprehension of the text. Evaluative and interpretive questions are presented in the “Make Connections” boxes, following a close reading of the text and responses to text-dependent questions. Students are asked to cite specific text details that support their answers when responding to interpretive and evaluative questions. Various writing and research tasks are provided throughout the week/unit of instruction, requiring students to show a deep understanding of texts read and make connections and synthesize information across texts to show an understanding of topics and concepts. Working with lead author Douglas Fisher, an expert in close reading, Wonders provides a consistent close reading routine with a range of text dependent questions that challenge a student’s cognitive ability.

3rd Grade-Unit 3: Genre Study 1: T12, T24-29, T38, T40, T45P, T46, T47B, T70; T73-103

4th Grade-Unit 3, Genre Study 1: T12, T24-27, T37, T38, T43H, T43N, T44, T68, T71-93

5th Grade-Unit 6, Genre Study 1: T12, T26-27, T32, T36-39, T43H-43P, T44, T68, T71-88

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 2

Evidence-based Discussion and Writing

Metric

NN Metric 2B:

Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.

How to Find the Evidence

What to look for: Tasks that do and do not require writing to sources. Calculate a percentage of aligned tasks (i.e., the number of tasks that require writing to sources compared with the total number of tasks). Look also for materials that support teachers in planning and engaging students in discussions around grade-level topics and texts that students have studied and researched in advanced.

- For alignment, about three-quarters of tasks should require writing to sources at all grade levels.
- There should be minimal use of decontextualized prompts that ask students to detail personal experiences or opinions on subjects they have not read about or researched, or prompts that ask students to go beyond the text.
- Look for materials that require students to marshal evidence when speaking.
- Look for speaking and listening prompts and questions that offer opportunities for students to share with others their evidence and research.

Where to look: Examine a sampling (minimum 8 per grade) of the writing tasks from a sample of lessons. Examine the tasks and instructions in the relevant sections. Prefatory materials might also help determine if speaking and listening is emphasized through instruction and use of routines.

Evidence

The *Wonders' Teacher Edition* includes prompts to support analytical thinking. The question prompts serve to help students gain information and understanding from the selection. These prompts provide scaffolded instruction for text features that relate to text complexity with the goal of having all students access and comprehend complex texts. All tasks are presented so that students need to reread and cite text evidence in their responses.

In the *Wonders Reading/Writing Companion*, students are guided through instruction of analytical thinking using the mini-lessons following the 'Explain-Model-Guided Practice' lesson format. Students are then able to apply these skills and strategies to further support their analytical thinking of text through the *Literature Anthology*. Synthesis of texts is done both orally (Respond to Reading—Summarize) through written response (Write About...), Text Connection presentations, and short and long research/inquiry projects.

3rd Grade-Unit 3: Genre Study 1: T40-41, T45P, T46-T47, T70-71

4th Grade-Unit 3, Genre Study 1: T38-T39, T43P, T44-T45, T68-T69

5th Grade-Unit 6, Genre Study 1: T38-T39, T43N, T44-T45, T68-T69

Rating

- Meets
- Does Not Meet / Insufficient Evidence

Non-Negotiable 2

Evidence-based Discussion and Writing

Non-Negotiable 2: Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.

Rating for Non-Negotiable 2

If both metrics were rated as Meets, then rate Non-Negotiable 2 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 2 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

Meets

Does Not Meet

Strengths / Weaknesses:

***There are additional metrics under Alignment Criterion 2 that pertain to evidence-based discussion and writing. For continuity, skip to Alignment Criterion 2 on Page 22. Otherwise, continue on to Non-Negotiable 3 on Page 13.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 43.

Directions for Non-Negotiable 3

Building Knowledge

Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)
- Staying on Topic Within and Across Grades: How to Build Knowledge Systematically in English Language Arts K-5 (http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf , p. 33)

Metrics to Review

- **NN Metric 3A:** Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.
- **NN Metric 3B:** Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.

Rating this Criterion

Non-Negotiable Alignment Criteria are defined as the set of criteria that must be met in full for materials to be considered aligned to the Shifts and the major features of the Common Core State Standards. Each metric of a Non-Negotiable Alignment Criterion must be met in order for the criterion to be met.

1. Evaluate carefully how completely the submission meets each of the metrics for this Criterion below.
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, if any one of the metrics is rated as Does Not Meet, then rate the overall Non-Negotiable 2 as Does Not Meet. If all metrics are rated as Meets, then rate the overall Non-Negotiable 2 as Meets.

Non-Negotiable 3

Building Knowledge

Metric

NN Metric 3A:

Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.

How to Find the Evidence

What to look for: Collections of texts and other resources carefully sequenced and organized around a series of topics:

- Look for collections of texts to be connected to the anchor texts where logical connections are possible such that students could easily see the relationship.
- Look for a focused line of inquiry included for each set of connected texts.
- Check supplementary reading materials, too, to see if they provide further opportunities for students to engage in a volume of reading connected to the topics explored in the central materials.

Where to look: Review the table of contents or grade-level curriculum maps to look for sequences of texts on topics.

Evidence

Wonders materials pay careful attention to providing a sequence or collection of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking about topics under study. *Wonders* is built around connected, genre-based text sets, each aligned with an Essential Question that prompts further inquiry, knowledge building, and exploration. Each text set includes Shared Reading, Anchor Texts, Leveled Readers, Genre Passages Scaffolded Shared Reading for ELLs, and Classroom Library Trade Titles. Connected resources to support each text set are displayed in the unit overview and divided into resources for minilessons and small-group instruction. Throughout the year there is an intentional staircase of complexity with the texts. Each genre text set includes an anchor text in a literary or informational genre, and several other titles in that same genre. Some selections from different genres are also included in the set, so that readers can engage in comparative work within and across genre. With texts organized by genre studies, students develop close reading skills while simultaneously practicing key writing skills and developing their voices as effective writers in focused instructional units. Essential Questions connect students' learning through units from reading to research to writing. Each grade level's 'Foster a Love of Reading' page and Scope and Sequence can also be used to analyze collections of text.

3rd Grade-Unit 3: Genre Study 1: T40-41, T45, T47, T60, T71, Back Matter

4th Grade-Unit 3, Genre Study 1: T23, T38-39, T43, T44-45, T68, T69, Back Matter

5th Grade-Unit 6, Genre Study 1: T23, T38-39, T43, T44-45, T68, T69, Back Matter

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 3

Building Knowledge

Metric

NN Metric 3B:

Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.

How to Find the Evidence

What to look for: Materials that include prominent directions and support for students to read, independently and regularly—even daily. Look for additional topic-related readings connected to the anchor text. Document evidence of these kinds of guidance for independent reading. For example:

- Offer texts at a variety of complexity levels.
- Include texts that are a mix of informational texts and literature, as well as texts that vary in length and density of ideas.
- Offer suggestions for how volume of reading could be organized around key topics.
- Offer additional readings that are connected in meaningful ways to the knowledge and understanding of the anchor texts.
- Suggest ways teachers could track student reading in light weight ways that ensure students are actually engaging in reading independently.

Where to look: Directions and lists of suggested selections in units and/or in supplemental materials.

Evidence

Wonders provides student choice options for self-selected reading. Each week's Small Group lessons in Approaching, On-Level, Beyond, and ELL contain suggestions for independent reading. In addition, Week 6 instruction for each unit includes explicit lessons for review and extension of previously taught skills as well as additional Level-Up lessons arranged by specific reading levels. Classroom library lessons and Leveled reading library are also available online. All options are directly tied back to the unit's key concepts and essential question. Independent Reading Routines from the Instructional Routine Handbook provide explicit support on how to implement meaningful independent reading in the classroom, including routines, checklists, and charts to encourage students to take notes as they read, monitor, share with partners, and help teachers monitor student comprehension, as well as provide critical input to students.

3rd Grade-Unit 3: Genre Study 1: T10-11, T14, T72-105, T298-312

4th Grade-Unit 3, Genre Study 1: T10-11, T14, T70-103, T296-329

5th Grade-Unit 6, Genre Study 1: T10-11, T14, T70-103, T296-329

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 3

Building Knowledge

Non-Negotiable 3: Materials build knowledge systematically through reading, writing, speaking and listening, and language study.

Rating for Non-Negotiable 3

If both metrics were rated as Meets, then rate Non-Negotiable 3 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 3 as Does Not Meet. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

Meets

Does Not Meet

Strengths / Weaknesses:

***There are additional metrics under Alignment Criterion 3 that pertain to how texts, tasks, and assignments should build knowledge. If you wish to continue focusing on building knowledge, skip to Alignment Criterion 3 on Page 31. Otherwise, continue on to Alignment Criterion 1 on Page 17.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 43.

Directions for Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards

Metrics to Review

- **AC Metric 1A:** In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6-12, ELA materials include substantial attention to high-quality non-fiction.
- **AC Metric 1B:** A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.
- **AC Metric 1C:** Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.

Rating this Criterion

1. Rate how well the submission meets each of the criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 5 out of 6 points means that the materials have met this Alignment Criterion. Note: for grades 6-12, if reading fluency is not an issue in your setting, you can ignore 1C and score this alignment criterion as met with a rating of 3 out of 4 points.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before proceeding to Alignment Criterion 2 (or going back to complete Non-Negotiable 2). The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1A:

In grades 3–5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text. In grades 6–12, ELA materials include substantial attention to high-quality nonfiction.

How to Find the Evidence

What to look for: List of all the selections selected for submission by genre as defined by the Standards:

- For grades 3–5: Calculate the percentage of literary vs. informational texts listed in the table of contents. (Then, calculate the balance of instructional time spent on literature vs. instructional time spent on informational texts within each unit over each year. For example, if one genre of texts include long passages and the other very short passages, the balance won't be right.)

- For grades 6–12 ELA classes: Measure whether or not there is “substantial attention to high-quality non-fiction.” (Literary nonfiction includes essays, speeches, opinion pieces, journalism, historical or scientific articles written for a broad audience.) The standards do not call for specific percentages of informational text in ELA classes.

Where to look: Review table of contents for the list of included selections or review a list of selections within the units' scope and sequences.

Evidence

In Wonders Grades 3-5, 50% of the reading selections are literature and 50% are informational text. Across grades, the program literature ensures extensive coverage of grade-level appropriate Science and Social Studies topics, including key text features associated with reading in that curriculum.

All Grades: See Scope and Sequence for all Units BM2-BM13

3rd Grade-Unit 3: Genre Study 1-Expository: Informational Text, Genre Study 2-Folktale, Genre Study 3-Expository: Informational Text

4th Grade-Unit 3: Genre Study 1-Realistic Fiction, Genre Study 2-Biography, Genre Study 3-Argumentative Text

5th Grade-Unit 6: Genre Study 1-Historical Fiction, Genre Study 2-Expository Text, Genre Study 3-Poetry

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1B:

A large majority of texts included in the instructional materials reflect the text characteristics and genres that are specifically required by the Standards at each grade level.

How to Find the Evidence

What look for: Specific texts or text types that match the demands of the Standards in each grade level.

Look for materials that include:

- Specific titles of texts mentioned in the grade-specific standards (e.g., certain founding documents, Shakespeare, works from an American dramatist, folktales, myths, and traditional literature from a variety of cultures).
- Specific grade-level text characteristics, including but not limited to stories written by the same author, texts with visual or quantitative elements, texts on the same topic, texts with similar characters, texts providing conflicting information, texts with first and second-hand accounts, texts from outside the US, early American literature, etc.
- Specific genres called for in the Standards: poetry, drama, prose, folktales, myths, and traditional literature.

Where to look: Check to see if the publisher submitted a list of texts required specifically by the grade-level standards. Otherwise, scan the table of contents or curriculum maps.

Evidence

The literature in Wonders features a number of specific texts named in the Standards. Here are examples from each grade of texts cited as exemplars in Common Core State Standards, Appendix B:

- **Grade 3:** Martin Luther King, Jr. and the March on Washington (classroom library)
- **Grade 4:** "Fog" (poem); The Cricket in Times Square; A Drop of Water; MC Higgins the Great (classroom library); The Birchbark House (classroom library); Horses (classroom library)
- **Grade 5:** Where the Mountain Meets the Moon, Bud, Not Buddy ; "Words Free As Confetti" (poem)

In addition, any specific text types mentioned in the Standards for a grade are well-represented in Wonders. For example, the Grade 3 Standards mention "books from a series," and so the Grade 3 Literature Anthology includes selections from Sara Pennypacker's Clementine series (*The Talented Clementine*, "Clementine and the Family Meeting," Unit 4 Week 2).

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1C:

Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.

Note: This metric may not apply to materials for grades 6-12.

How to Find the Evidence

What look for: Instructional opportunities that are frequently built into the materials for students to practice and achieve reading fluency in oral and silent reading, that is, to read on-level prose and poetry with accuracy, rate appropriate to the text, and expression.

Where to look: Conduct a full reading of several lessons and the associated fluency tasks.

Evidence

Formal fluency lessons covering a scope and sequence of skills appear each week and conclude with opportunities for students to read complex text fluently. Additional systematic opportunities occur in weekly small-group instruction and with selected Reading Workstation Activity Cards. Week 6 of every unit features a high-motivation Reader’s Theater lesson with fluency activities that all students can participate in.

3rd Grade-Unit 3, Genre Study 1: T43, T51, T73, T80-81, T83, T89,
4th Grade-Unit 3, Genre Study 1: T41, T49, T71, T78-79, T81, T87
5th Grade-Unit 6, Genre Study 1: T41, T49, T71, T78-79, T81, T87

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 1

Range and Quality of Texts

Alignment Criterion 1: Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.

Points Assigned for Alignment Criterion 1

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 1. If materials earn fewer than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (6 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

***If you skipped ahead to Alignment Criterion 1 from Non-Negotiable 1, go back to Non-Negotiable 2 on Page 9 to begin your review of evidence-based discussion and writing.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 43.

Directions for Alignment Criterion 2

Questions, Tasks, and Assignments

Alignment Criterion 2: Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- Tools for evaluating the quality of text-dependent questions (www.achievethecore.org/page/710/text-dependent-question-resources)
- Language Progressive Skills, by Grade (http://www.corestandards.org/assets/CCSS1_ELA%20Standards.pdf, p. 30 or 56)

Metrics to Review

- **AC Metric 2A:** High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.
- **AC Metric 2B:** Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.
- **AC Metric 2C:** Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).
- **AC Metric 2D:** Materials support students’ developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.

- **AC Metric 2E:** Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.
- **AC Metric 2F:** Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.
- **AC Metric 2G:** Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research-based and transparent progression to develop proficient readers.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 11 out of 14 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before proceeding to Alignment Criterion 3. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2A:

High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.

How to Find the Evidence

What to look for: The prevalence of a set of coherent question sequences that direct students to draw evidence from the text.

Look for materials that include:

- Relatively simple questions requiring attention to specific words, details, events, ideas, and arguments and then move on to explore the impact of those specifics on the text as a whole.
- Questions that move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text.
- Questions that attend to the particular ideas and details that illuminate each text.
- Questions that linger over phrases and sentences key to comprehension.
- Questions that support students' ability to address a culminating task focused on the central idea(s) of the text.
- Questions that focus on significant parts of a text and do not skip over opportunities to deepen understanding (for example, because they don't fit the lesson's identified focus standards).

Where to look: Conduct a full reading of several lessons and the associated questions and task sets. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

The Teacher's Edition includes suggested prompts for reading and rereading (close reading) of the selections, note taking, accessing complex text, and ELL support. Over 80% of questions are text related and serve to help the students comprehend the selection (Access Complex Text Instructional prompts and tasks). All prompts are scaffolded instruction for the text features that may make the text complex for some students, with the goal of having all students access and comprehend complex text. All tasks are presented so that students need to reread and cite text evidence in their response. Synthesis of texts is done both orally (Respond to Reading – Summarize), through written response (Write About Reading), Text Connection presentations, and short and long research and inquiry projects.

3rd Grade-Unit 3: Genre Study 1: T24-39, T45A-45O, T46-47, T70-71

4th Grade-Unit 3, Genre Study 1: T24-37, T43A-43M, T44-45, T68-69

5th Grade-Unit 6, Genre Study 1: T24-43, T43A-43P, T44-45, T68-69

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2B:

Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.

How to Find the Evidence

What to look for: Questions and tasks designed for comprehension associated with every passage in the sample ask students to address the meaning of academic vocabulary and to unpack complex sentences. Look for materials that include:

- Questions and tasks that guide students to determine the meaning of these words from the context or how they are being used in the text.
- Questions and tasks that require students to explain the impact of specific word choices on the text with emphasis on those words that are consequential to the meaning of the text.
- Questions and tasks that support students in paying attention to particular sentences, considering how and why they are constructed as they are and figuring out what they mean.

Where to look: Conduct a full reading of several lessons and the associated questions and task sets. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Wonders instruction, as well as questions and tasks, support students in unpacking the academic language in complex texts. Academic language acquisition and vocabulary study in *Wonders* is built on the embedded, deep, and generative practices forwarded by program author Dr. Donald R. Bear. Vocabulary words across the grades always come from the literature that students are reading in their text set and appear in various contexts so that students receive multiple exposures to each word. The words are selected because they are important words for students' reading and writing, and because, in the case of domain-specific vocabulary, students are likely to encounter them in multiple content areas. Students read a selection in the Reading/Writing Companion that includes these words, used in the context of the selection. These words are encountered again in a new context as they read the main and paired selections in the Literature Anthology. Through independent practice that includes integrated writing and partner collaboration, students further demonstrate their understanding of these words through defining, providing examples, and questioning. Additional vocabulary is practiced during the main and paired reads through the use of various vocabulary strategies, such as using context clues, and Access Complex Text (ACT) activities. During small group instruction, students read the Leveled Readers. Once again, they encounter the unit's vocabulary words in a new context and practice their knowledge of these words through independent and partnered activities.

3rd Grade-Unit 3, Genre Study 1: T30, T34, T60-63, T68-69, T78-79, T86, T92, T97, T101-102, T104

4th Grade-Unit 3, Genre Study 1: T20, T28, T66-67, T76-77, T84, T90, T95, T96, T99 T100, T102

5th Grade-Unit 6, Genre Study 1: T20, T28, T66-67, T76-77, T84, T90, T95, T96, T99 T100, T102

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2C:

Materials focus on argument and informative writing in the following proportions.

Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion):

Grades 3–5

Exposition 35%

Opinion 30%

Narrative 35%

Grades 6–8

Exposition 35%

Argument 35%

Narrative 30%

Grades 9–12

Exposition 40%

Argument 40%

Narrative 20%

How to Find the Evidence

What to look for: Writing and culminating assignments that match up with the grade band distribution.

- If assignments ask for blended writing (i.e., exposition and argument), give credit for both, and tally how frequently blended writing assignments are assigned.
- Look for materials that provide opportunities for students to address different genres of writing.

Where to look: Examine the table of contents. When the title does not clearly indicate the type of writing, look at the assignment itself.

Evidence

Wonders writing tasks are divided among narrative, informational and argumentative writing prompts in proportion to the standards for each grade. Writing process instruction and expert models are provided for expository essays, opinion essays, several narrative models, and more.

Grade 3 focuses on personal narrative, persuasive essays, expository essays, poetry, realistic fiction, narrative poems, biographies, and opinion essays. Grade 4 covers opinion essays, personal narratives, compare-and-contrast essays, lyrics poems, realistic fiction, narrative nonfiction essays, narrative poems, explanatory essay, expository essays, and free verse. Grade 5 addresses personal narratives, opinion essays, expository essays, narrative poems, realistic fiction, persuasive articles, biography, free verse, research reports, historical fiction, and lyric poems. Full details of the writing assignments and genres are outlined in the Scope and Sequence in the back of each grade level Teacher’s Edition.

All Grades: Explore the Unit Overview (T2-3) and the Writing and Grammar column of the Scope and Sequence (BM2-BM13)

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2D:

Materials support students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.

How to Find the Evidence

What to look for: Regular (daily or at least weekly) writing opportunities that vary in purpose and length, embedded to support instruction, and that flow from the instruction and text-dependent questions. Materials include methods for teaching writing (e.g., specific methods for establishing a purpose, organizing writing, selecting and using evidence, etc.).

Where to look: Examine the table of contents and a sample of lessons.

Evidence

Wonders supports the development of confident writers by inspiring and developing habits of writing. Students engage in daily writing practice and learn to develop habits of writing by practicing writing skills and strategies every day with the Reading/Writing Companion. This interactive student text ensures students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write. Students work on extended writing in specific genres, carefully guided through the writing process from planning through presenting. Targeted minilessons and embedded opportunities for teacher and peer conferencing help students develop into effective writers. *Wonders* builds writing skills, analytical and genre writing through routines and the writing process. Every genre study contains a variety of writing tasks. In grades 2-5, teachers have the option to choose a pace for process writing—from two weeks to four weeks. The scope and sequence provided in the back of each Teacher's Edition provides an overview of diverse writing modes covered from unit to unit.

3rd Grade-Unit 3: T12-13, T15, T40-45, T46-47, T52-59; Reading/Writing Companion

4th Grade-Unit 3: T12-13, T15, T38-45, T50-57; T67; Reading/Writing Companion

5th Grade-Unit 6: T12-13, T15, T38-39, T50-57, T68; Reading/Writing Companion

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2E:

Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.

How to Find the Evidence

What to look for: Materials offer protocols to engage students regularly, even daily, in productive, substantive discussions around grade-level topics and texts that students have studied and researched in advance. Look for:

- Speaking and listening that is routinely emphasized, supported, and integrated into the lessons examined.
- Materials that center on real, substantive discussions that require students to respond directly to the ideas of their peers.
- Materials that develop active listening skills, such as taking notes, asking relevant questions, and elaborating on remarks of others in a grade-appropriate way.
- Materials that encourage students, through directions and modeling, to use academic language in their speech.

Where to look: Examine the tasks and instructions in the relevant sections. Prefatory materials might also help determine if speaking and listening is emphasized through instruction and use of routines. Use grade level standards materials to make sure the speaking and listening standards match the grade-level being reviewed.

Evidence

Each day, Wonders lessons engage students in collaborative conversations to make connections, share ideas, express, clarify, and justify ideas with respect to the Essential Question or Big Idea. Students will engage effectively in a range of conversations and collaborations by expressing well supported ideas clearly and building on others' ideas throughout all lessons in each unit. Teachers may make use of the Instructional Routine Handbook (online) and the Teacher Resource Book (online) to support listening and speaking routines for effective collaborative conversations

Beginning of each week with the Introduce the Concept activities, teachers lead students in discussions regarding the meaning of the Weekly Concept and Essential Question. After each read, students are prompted to revisit the Essential question in light of that selection. Locate the Collaborate Icons throughout the Teacher Edition to analyze the collaborative conversations.

3rd Grade-Unit 3: Genre Study 1: T20, T32, T34, T36, T40, T44, T60, T62, T70

4th Grade-Unit 3, Genre Study 1: T20, T30, T32, T34, T38, T42, T58, T60, T68

5th Grade-Unit 6, Genre Study 1: T20, T30, T32, T34, T38, T42, T58, T60, T68

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2F:

Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.

How to Find the Evidence

What to look for: Grade-specific standard materials that retain and further develop skills and understandings and demonstrate explicit instruction to support student mastery. Look for:

- Materials that include understanding of preceding grade skills.
- Lessons that demonstrate explicit instruction of the full range of grammar and conventions as they are applied in increasingly sophisticated context.
- Texts that include elements so teachers can craft grammar instruction (e.g., to teach about the use of semi-colons, texts are provided that demonstrate their use).
- Activities and lessons that teach students the craft of writing so they can communicate clearly and powerfully.
- Materials that provide regular opportunities for students to practice their presentation skills in real world applications.

Where to look: Look for publisher-produced alignment documentation of the standards addressed by specific lessons. Analyze a sample of lessons and tasks from across the submission to validate the publisher's assignments. Analyze one in every four sets of questions and tasks completely to get a valid sample size. Investigate several (3-4) of the pages where usage and convention are addressed to evaluate whether they demand student self-correction in ways aligned to that grade level's standards.

Evidence

Through daily lessons and activities, students develop understanding of the conventions of Standard English grammar, usage, and mechanics. This knowledge of language allows students to effectively communicate their ideas, knowledge, and opinions in writing and in speaking. After instruction and guided practice of a particular skill, students apply that skill in speaking activities as well as in their writing. Online grammar games are also included in ConnectED as an engaging way to practice grammar skills.

Grammar is also addressed in the writing lessons. The focus of the grammar in this context is to show students how using the standard conventions of English make their writing more effective. The grammar handbook available online serves as a valuable student reference tool to help them make their writing more effective.

3rd Grade-Unit 3: T60-63, T160-163, T254-255

4th Grade-Unit 3: T58-61, T156-159, T250-251

5th Grade-Unit 6: T58-61, T156-159, T250-251

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2G:

Materials address grade-level standards for foundational skills by providing instruction and diagnostic support in phonics, word recognition, and fluency through a research based and transparent progression to develop proficient readers.

Note: This metric does not apply to materials for grades 6-12. When reviewing materials for those grades, automatically award a score of "Meets" to this metric.

How to Find the Evidence

What to look for: Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for flexibility in meeting the needs of a wide range of students. Look for materials that include:

- High-quality activities (both in and out of context) for students who require multiple practice opportunities, as well as those who reach mastery of the foundational skills with less practice.
- Routines and guidance that will remind teachers to monitor student progress.
- Sufficient practice to achieve fluency for all, that is, a variety of fluency-building techniques supported by research that involve the student in monitoring progress toward a specific fluency goal.
- Foundational skill practice where making meaning from reading is expected.
- Limited introductions to passages (i.e., pre-reading activities are at a minimum) so the central ideas of a text are not simply given to students, or alternatively, students' attention is drawn away from the text.

Where to look: Examine the research-based scope and sequence for foundational skills or the table of contents to see if this matches up with the foundational standards for each of the grades. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.

Evidence

Wonders provides a variety of materials to address grade level CCSS Foundational skills. Lessons and materials require students to use their knowledge of grade-level phonics patterns and word analysis skills in weekly Spelling, Writing, Reading/Writing Companion text, Literature Anthology, Leveled Readers and Decodable Fluency Passages. All materials were developed from a proven research-base and have a clear transparent progression.

3rd Grade-Unit 3: Genre Study 1:T50-51, T76-77, T80-81
4th Grade-Unit 3, Genre Study 1: T48-49, T74-75. T78-79
5th Grade-Unit 6, Genre Study 1: T48-49, T74-75. T78-79

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 2

Questions, Tasks, and Assignments

Alignment Criterion 2: Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.

Points Assigned for Alignment Criterion 2

Materials must earn at least 11 out of 14 points to meet Alignment Criterion 2. If materials earn fewer than 11 points, the Criterion has not been met. Remember to automatically award 2 points for AC2G when reviewing materials for grades 6-12. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (14 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

***If you skipped ahead to Alignment Criterion 2 from Non-Negotiable 2, go back to Non-Negotiable 3 on Page 13 to begin your review of building knowledge.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 43.

Directions for Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Alignment Criterion 3: Materials build students' knowledge across topics and content areas.

Materials to Assemble

- Teacher's edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards

Metrics to Review

- **AC Metric 3A:** Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.
- **AC Metric 3B:** Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.
- **AC Metric 3C:** Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 4 out of 6 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before proceeding to Alignment Criterion 4. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

AC Metric 3A:

Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.

How to Find the Evidence

What to look for: The frequency of knowledge-based culminating assignments. Look for:

- At least one culminating task per unit.
- Questions and tasks that support students' ability to complete culminating tasks.

Where to look: Examine the table of contents, sample lessons, and/or index.

Evidence

Each genre study includes a culminating task that invites students to integrate ideas and information from multiple sources on the same topic, present that information in diverse formats, and to further demonstrate their knowledge by posing and responding to questions from peers about that topic. *Wonders* minilessons guide students through the process of making text connections and presenting their work. At the end of each unit, during week 6, teachers guide students through the Show What You Learned activities. Students use the Reading/Writing Companion to show what they learned by applying skills and strategies to new texts and extend their learning through a spiral review and collaborative activities. Spiral review features in the Teacher's Edition guide teachers as they support the spiral review of skills and standards taught throughout the unit. Students also engage in culminating writing activities that apply skills learned. Finally, students can participate in activities that wrap up the unit.

3rd Grade-Unit 3: T70-71, T298-299, T306-313, T314-321, T323-329

4th Grade-Unit 3: T68-69, T302-309, T310-317, T318-325

5th Grade-Unit 6: T68-69, T302-309, T310-317, T318-325

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

AC Metric 3B:

Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.

How to Find the Evidence

What to look for: The frequency of research assignments. Look for materials that include:

- At least one shared research project per unit.
- Repetitions of the research process many times both in group and supported settings to develop the expertise needed to conduct research independently.
- Research projects that take from a couple of days to no more than a week to encourage students to develop expertise in a range of topics.

Where to look: Examine the table of contents, sample lessons, and/or index. Examine the sections devoted to research to see if students are asked to present their findings. "Research" as a term should be listed in the Index.

Evidence

Each two-week genre study provides students an opportunity to conduct a short research project related to the essential question. In addition to the genre-study research projects, during week 6 of each unit, students conduct and present research projects that require them to use several sources, building knowledge through investigation of different aspects of a topic. At the beginning of each research project, *Wonders* provides a Study Skill lesson that instructs students in a variety of skills needed to conduct research, such as taking notes, recalling and gathering relevant information and identifying keywords. Writing Process lessons may also include guidance on research as part of the Plan phase of writing.

3rd Grade-Unit 3: T44-45, T56-57, T71, T171, T240-241, T324-329

4th Grade-Unit 3: T42-43, T69, T140-141, T167, T236-237, T320-325

5th Grade-Unit 6: T42-43, T69, T167, T236-237, T320-325

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

AC Metric 3C:

Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.

How to Find the Evidence

What to look for: Directions for teachers about how to engage in regular and systematic vocabulary and syntax instruction. Look for:

- Ample opportunities for students to practice the use of targeted academic vocabulary in their speaking and writing.
- Ample opportunities for students to notice and practice using grade-appropriate academic language, with particular attention to syntax.
- Materials that hold the students responsible for acquiring vocabulary from what they read (as opposed to only being accountable for words they are directly taught).
- Questions and tasks guide students to use academic vocabulary and increasingly sophisticated syntax in speaking and writing about knowledge gained from texts.
- Materials that explore word relationships and how word and clause choice impact the interpretation of evidence.

Where to look: Conduct a full reading of several lessons and the associated instructional guidance. Analyze one in every four sets of questions and tasks completely to get a valid sample size.

Evidence

Development of academic language as defined by the CCSS—general academic and domain specific vocabulary—and its application in reading, writing, speaking and listening activities is a key instructional focus. Each week, students participate in collaborative discussions as they talk about the weekly concept and address the essential question. In discussions they are introduced to and use both general academic and domain specific vocabulary related to the concept. Content area vocabulary is highlighted in weeks that focus on science and social studies content.

A list of weekly academic vocabulary is then directly taught through the define/example/ask routine. The Reading/Writing Companion vocabulary minilesson, the visual vocabulary cards and the digital visual glossary are all important resources that allow teachers to teach and model the meaning and use of each word and allow for guided practice in using the words in listening, speaking and writing activities.

Academic vocabulary is used in the Reading/Writing Companion, Literature Anthology and the leveled readers throughout the week. The Access Complex Text “Specific Vocabulary” support features in the Teacher’s Edition for the Reading/Writing Companion and the Literature Anthology provides scaffolding for difficult vocabulary within the text. The leveled Workstation Vocabulary Activity Cards, the ~~Year-Long~~ Practice Book and the Build Vocabulary weekly activities in the Teacher’s Edition all provide activities for reading, writing, listening and speaking application of the academic language taught.

3rd Grade-Unit 3: Genre Study 1: T30, T34, T60-63, T68-69, T78-79, T86, T92, T97, T101-102, T104

4th Grade-Unit 3, Genre Study 1: T20, T28, T66-67, T76-77, T84, T90, T95, T96, T99 T100, T102

5th Grade-Unit 6, Genre Study 1: T20, T28, T66-67, T76-77, T84, T90, T95, T96, T99 T100, T102

Rating

Meets (2)

Partially Meets (1)

Does Not Meet (0)

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Alignment Criterion 3: Materials build students’ knowledge across topics and content areas.

Points Assigned for Alignment Criterion 3

Materials must earn at least 4 out of 6 points to meet Alignment Criterion 3. If materials earn fewer than 4 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (6 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

Before moving to Alignment Criterion 4, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 43.

Directions for Alignment Criterion 4

Access to the Standards for All Students

Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Because the Standards are for all students, evaluation requires that careful attention be paid to ensure that all students, including English Language Learners and those with different learning needs, have access to high-quality, aligned materials. The IMET is designed primarily to help educators determine whether instructional materials are aligned to the Shifts and major features of the CCSS. The IMET also allows room for local considerations to ensure that selected materials provide access for the specific set of students who will be using those materials.

Materials to Assemble

- Teacher’s edition and student materials
- Appropriate grade-level set of ELA/Literacy Standards
- If the submission includes formative assessments and supplemental support materials as separate documents, gather them prior to evaluating this critical Alignment Criterion.

Metrics to Review

- **AC Metric 4A:** Teachers and students can reasonably complete the core content within a regular school year to maximize students’ learning.
- **AC Metric 4B:** Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.

- **AC Metric 4C:** Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.
- **AC Metric 4D:** Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).
- **AC Metric 4E:** Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

Rating this Criterion

1. Rate how well the submission meets each of the Criteria below. Ratings are Meets (2 points), Partially Meets (1 point), or Does Not Meet (0 points).
2. Provide specific examples of evidence in support of the rating, including pointing out specific gaps in the materials.
3. When the section is finished, add up the rating and enter it at the bottom of the section. A rating of 7 out of 10 points means that the materials have met this Alignment Criterion.
4. Lastly, record the rating Meets, Does Not Meet, or Not Applicable for this section in the Evaluation Summary on page 43 before going on. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4A:

Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.

How to Find the Evidence

What to look for: Materials that are streamlined and allow teachers and students to carefully read and thoughtfully respond to grade-level complex texts. Look for:

- Multiple lessons across the year and in different grades to evaluate whether they can reasonably be completed in the recommended time.
- Specific recommendations for how much time to allot for student discussion and tasks or in responding to questions. Is a range of time provided such that most students could accomplish what is being asked within that time?
- Recommended pacing charts, weeks at a glance or “how to use this...” documents that offer a clear picture of how the materials are paced and how thoroughly rich texts are studied.

Where to look: Examine the tasks and instructions in the selection chapters from throughout and across grades.

Evidence

Teachers have flexibility when teaching with **Wonders** materials; the Suggested Lesson Plan in the Teacher’s Edition delineates a core and optional pathway, ensuring that the core content, which can be completed in a regular year, is clearly identified. The skills and strategies taught in **Wonders** are taught in a spiraling fashion with a gradual release of instruction. The intentional, spiraling scope and sequence allows for teachers to teach mini lessons in short bursts of focused instruction. The Suggested Lesson Plan pages also clearly identify core lessons, optional lessons, and point out options for small group time in both the core and optional pathways (marked by the orange arrows) to help customize the suggested lesson plan with a greater focus on small group time. When analyzing time frames keep in mind the spiral and explicit, focused and repeated exposure of skills and strategies.

All Grade Levels: Teach It Your Way T6-T7, Suggested Lesson Plans T16-T19, time clocks next to each mini lesson and Scope and Sequence in back of Teacher Edition, BM2-BM13

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4B:

Materials regularly provide all students, including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level Standards.

How to Find the Evidence

What to look for: Materials that support the varying needs of all students.

Where to look: Examine the tasks and instructions in the selection chapters from throughout and across grades.

Evidence

Wonders instruction provides extensive resources for differentiation. While all students participate in grade level instruction and are exposed to grade level text, teachers will find scaffolding within daily lesson instruction. 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 edition. For English Language Learner support within lessons, explore purple point of use boxes and scaffolding throughout instruction. Wonders also includes weekly differentiated, small group lesson plans for students working below grade level (approaching) and whose first language is not English (ELL)

3rd Grade-Unit 3: Genre Study 1: T24-45, T47-48, T72-81, T94-105

4th Grade-Unit 3, Genre Study 1: T24-43, T70-79, T92-103

5th Grade-Unit 6, Genre Study 1: T24-43, T70-79, T92-103

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4C:

Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.

How to Find the Evidence

What to look for: Materials that support the varying needs of all students.

Where to look: Examine the tasks and instructions in the selection of chapters from throughout and across grades. Prefatory materials might also help determine publisher attention to providing extension activities and study.

Evidence

Wonders reading instruction provides weekly extension ideas for teachers when working with students working above grade level. The differentiated small group pages for Beyond Level students offer advanced opportunities for close reading, collaboration, integration of knowledge, and skills development. Gifted and Talented feature boxes highlight ways to synthesize knowledge and extend learning for students who read, write, speak, or listen above grade level. In addition to the small group support, teachers may access the suggested Classroom Library books and online lesson plans when working with children needing an additional challenge. Additional enrichment opportunities for students performing above grade level can be found in Leveled Readers, Genre Passages, Vocabulary Strategy, Comprehension lessons, Leveled Readers Library Online, and Workstation Activities

3rd Grade-Unit 3: Genre Study 1: T88-93, T107

4th Grade-Unit 3, Genre Study 1: T86-91, T105

5th Grade-Unit 6, Genre Study 1: T86-91, T105

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4D:

Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).

How to Find the Evidence

What to look for: Materials that support teachers to plan and present differentiating instructions.

Where to look: Evaluate teacher instructions in sample lessons to determine how systematically the materials provide these opportunities and guidance.

Evidence

Wonders was designed to support educators as they adapt instruction to meet the needs of their classroom and students. Options for small group time, differentiated lesson pages, and small group options in the unit front matter call out opportunities to customize the suggested lesson plan for enhanced differentiation and a greater focus on small group time. Online lesson plans can be adapted and customized easily by dragging and dropping lessons and resources. Teachers can also add their own resources and assets to further adapt instruction, based on their personal approach, district standards/rubrics, and plans; Teach It Your Way features point out options for even more flexibility. Differentiated lesson pages deliver student-centered learning, small-group teaching, and minilessons with embedded support and scaffolding for English Language Learners, gifted and talented students, and students in need of Tier 2 support (embedded in the Approaching level instruction.) Feature boxes throughout the Teacher’s Edition highlight suggestions and strategies for addressing the needs of all students, including newcomers and ELLs. Check for Success and Teach in Small Group sidebars provide point-of-use guidance for activities, reteaching, reviewing, and developing skills based on student need. Digital Tool features boxes identify ways to adapt and enhance instruction using the digital resources in *Wonders*.

3rd Grade-Unit 3: Genre Study 1: T24-T29, T45A-T45N, T47A-47B, T72-105

4th Grade-Unit 3, Genre Study 1: T24-27, T43A-T43L, T45A-T45D, T70-103

5th Grade-Unit 6, Genre Study 1: T24-27, T43A-T43L, T45A-T45D, T70-103

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4E:

Materials regularly and systematically offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade-level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.

How to Find the Evidence

What to look for: Formative and interim assessments.

Where to look: Examine the table of contents to see how assessment of student progress is handled. If there are supplemental materials that provide assessments, evaluate how closely linked they are to lessons and instruction in at least 5 samplings from across the year.

Evidence

The Progress Monitoring Weekly Assessment pages in the Teacher's Edition list the weekly tested skills and their associated Common Core State Standards. Tested skills at Grades 3-5 cover comprehension, vocabulary, and writing. Opportunities to measure progress with fluency, spelling, and grammar (language conventions) are also provided each week. Students are encouraged to measure their independent abilities in week 6 of each unit in the Reading/Writing Companion. Show What You Learned pages invite students to practice what they have learned and extend their learning. Track Your Progress pages provide a rubric that students can use to evaluate themselves on the skills they've learned in that unit.

3rd Grade-Unit 3: Genre Study 1: T106-107, T206-207, T334-336

3rd Grade Reading/Writing Companion – Unit 3: 188-198

4th Grade-Unit 3, Genre Study 1: T104-105, T202-203, T292-295, T330-332

5th Grade-Unit 6, Genre Study 1: T104-105, T202-203, T292-295, T330-332

Rating

- Meets (2)
- Partially Meets (1)
- Does Not Meet (0)

Alignment Criterion 4

Access to the Standards for All Students

Alignment Criterion 4: Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the CCSS.

Points Assigned for Alignment Criterion 4

Materials must earn at least 7 out of 10 points to meet Alignment Criterion 4. If materials earn fewer than 7 points, the Criterion has not been met. Check the final rating.

Then, briefly describe the strengths and weaknesses of these materials in light of this Criterion.

Rating

____ Total (10 points possible)

Meets

Does Not Meet

Strengths / Weaknesses:

Move to the Evaluation Summary on the following page to record the final Meets or Does Not Meet rating.

IMET Evaluation Summary 1 of 2

Title of Submission: _____

Name of Evaluator(s): _____

Publisher: _____

Date of Evaluation: _____

Date of Publication: _____

Signature of Each Evaluator(s): _____

Non-Negotiable Criteria

Each Non-Negotiable must be met in order for the Non-Negotiable Alignment Criteria to be met overall.

Non-Negotiable 1: High-quality Text

- Meets
 Does Not Meet

Non-Negotiable 2: Evidence-based Discussion and Writing

- Meets
 Does Not Meet

Non-Negotiable 3: Building Knowledge

- Meets
 Does Not Meet

Alignment Criteria

Each Alignment Criterion must be met with a sufficient number of points in order for Alignment Criteria to be labeled as “Meets” overall. The more points the materials receive on the Alignment Criteria, the better they are aligned.

Alignment Criterion 1: Range and Quality of Texts

Points: ____ of 6 possible.
(Materials must receive at least 4 of 6 points to align. Materials for grades 6-12 should have an automatic 2 points awarded for AC1C if fluency is determined not to be a factor in materials selection.)

- Meets N/A
 Does Not Meet

Alignment Criterion 3: Building Knowledge with Texts, Vocabulary, and Tasks

Points: ____ of 6 possible.
(Materials must receive at least 4 of 6 points to align.)

- Meets N/A
 Does Not Meet

Alignment Criterion 2: Questions, Tasks, and Assignments

Points: ____ of 14 possible.
(Materials must receive at least 11 of 14 points to align. Materials for grades 6-12 should have an automatic 2 points awarded for AC2G.)

- Meets N/A
 Does Not Meet

Alignment Criterion 4: Access to the Standards for All Students

Points: ____ of 10 possible.
(Materials must receive at least 7 of 10 points to align.)

- Meets N/A
 Does Not Meet

Overall

Non-Negotiables Overall

- Meets
 Does Not Meet

Alignment Criteria Overall

- Meets
 Does Not Meet

IMET Evaluation Summary 2 of 2

Title of Submission: _____

Name of Evaluator(s): _____

Publisher: _____

Date of Evaluation: _____

Date of Publication: _____

Signature of Each Evaluator(s): _____

Summary

If the materials meet both Non-Negotiables and relevant Alignment Criteria, they are aligned to the Shifts and major features of the CCSS.

Do the materials meet both Non-Negotiables and the relevant Alignment Criteria?

Yes

No

What are the specific areas of strength and weakness based on this evaluation?

Publishers or those implementing curricula can use this information in order to modify the materials or use them differently to improve alignment.