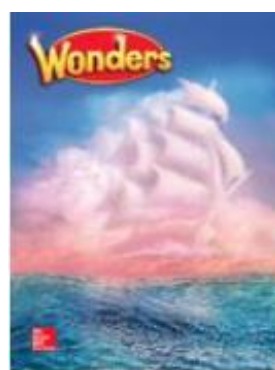
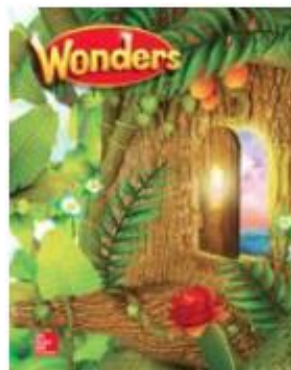
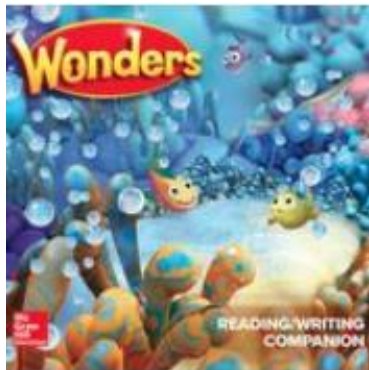


Instructional Materials Evaluation Tool (IMET)

ELA/Literacy, Grades K-2



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 K–2 for additional support and guidance. (www.corestandards.org/assets/Publishers_Criteria_for_K-2.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
- Foundational Skills: Non-Negotiable 4

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. 24)

- 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. 47)

- 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: texts are worthy of students’ time and attention: texts Anchor 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
- Appropriate grade-level set of ELA/Literacy Standards
- 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:** Texts intended for reading aloud are rich and above students’ current reading abilities. Anchor texts in grade 2 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 texts¹ (including those selected for reading aloud) 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: K-2

Texts intended for reading aloud are rich and above students' current reading abilities.

Anchor texts in grade 2 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' complexity (primarily read alouds) in the submission:

- 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 backup 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 read aloud or students read should increase year to year.
- Materials consistently allow teachers and students to spend adequate time working with complex texts (2-3 grade levels above what they can read on their own).
- 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.

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 ratings.

Evidence

The three-part model for measuring text complexity was used in selecting and placing all texts in *Wonders*: Quantitative Measures, Qualitative Measures, and Reader and Task Considerations.

Wonders meets the CCSS rigors by identifying the elements that make each 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.

Wonders offers a range of rich, complex, and engaging texts for reading aloud in each genre study: Classroom Trade Library Books, Genre Read Aloud Passages, Literature Anthology, Genre Read Aloud Anthology, and Interactive Read Aloud Cards

Each grade level Scope and Sequence can also be analyzed to view texts that are part of a series to build knowledge and increase in complexity over time. Grade level scope and sequence charts are included in the back of the TE.

K: Unit 4: T402, T321, BM2-23

1st Grade, Unit 2: T96, T106, BM2-25

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T14, T30, T32, T49I, T51A, T51C, BM2-BM13

Rating
Non-Negotiable 1

High-quality Text
Meets

Does Not Meet / Insufficient
Evidence

Non-Negotiable 1

High-quality Text

Metric

NN Metric 1B: K-2

Anchor texts² (including those selected for reading aloud) 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 selections in a representative sample of lessons for quality evaluations.

Evidence

Wonders offers an array of rich, authentic texts carefully curated for maximum engagement and instructional purpose. These selections can be used for literature circles, read-alouds, shared reading, or to build a robust classroom library, all coordinated and connected to the units within *Wonders*. The authentic anchor texts include award-winning titles, groundbreaking books, and many classics. At Kindergarten and Grade 1, there are a variety of Literature Big Books and Classroom Library selections which include picture books, stories, informational texts, and literary texts. The selections in *Wonders* reflect a 50/50 balance of literary and informational text. *Wonders* offers multiple text selections for teachers to utilize in their weekly instruction. Anchor Texts are used to support content-rich instruction through the Close Reading Routine developed by Dr. Doug Fisher and exclusive to *Wonders*.

Unit Overview, Teach It Your Way, Anchor Text with Close Reading Routine

K: Unit 4: T300, T304, Anchor Text Big Book: Whose Shoes? T320-325

1st Grade, Unit 2: T2, T6, Anchor Text: The Pigs, The Wolf, and the Mud T131A-T131J

2nd Grade, Unit 3, Genre Study 1 Narrative Nonfiction: T2, T6, Anchor Text: Biblioburro: A True Story from Colombia T49A-T49K

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.

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.

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 the quality and range of texts that should be apparent in materials. For continuity, skip to Alignment Criterion 1 to continue focusing on text qualities on Page 24. 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 47.

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 and guidance for grade appropriate evidence-based discussions and writing³ to support analyses, 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.

3. For K-1 materials, tasks should offer the chance to document through drawing, or other ways of compiling evidence in a developmentally appropriate way.

Non-Negotiable 2

Evidence-based Discussion and Writing

Metric

NN Metric 2A: K-2

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:
 - Require readers (listeners) to produce evidence from the texts to support their claims.
 - Are specific enough and can only be answered through careful reading (listening).
 - 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

In **Wonders**, students ask and answer questions that move from simple to complex, ranging from Depth of Knowledge (DOK) levels 1-4, requiring students to demonstrate comprehension, analysis, and evaluation of texts. Synthesis of texts is accomplished with oral discussion (Respond to Reading-Summarize) and written response (Write About Reading). All tasks are presented so that students need to reread and cite text evidence in their responses.

K: Unit 4: T320 (Close Reading Routine: DOK levels), T325 (Respond to Text), T323-324 (Ask and Answer Questions), T325 (Retelling Routine/Cards), T364-T365 (Integrate Ideas), T370 (Text Connections), p. 16-29 (Student Reading/Writing Companion)

1st Grade, Unit 2, Week 2: T106, T112, T131A (Close Reading Routine: DOK levels), T131J (Respond to the Text), p. 40-65 (Student Reading/Writing Companion)

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T28, T49A, (Close Reading Routine: DOK levels), T49L-T51D (Respond to the Text and Respond to Reading), p. 2-23 (Student Reading/Writing Companion)

Rating

- Meets
- Does Not Meet / Insufficient Evidence

Non-Negotiable 2

Evidence-based Discussion and Writing

Metric

NN Metric 2B: K-2

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.

- 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

Using text evidence to support thinking and collaborative conversations are taught systematically and repeatedly in all grade levels of **Wonders**. To analyze tasks that require writing to sources, explore the analytical writing options with each unit. Evidence-based discussions can be identified by the Collaborate logos found throughout both the Reading/Writing Companion for students and the Teacher's Edition. For explicit instruction in speaking and listening skills, explore the collaborative conversation routine online in the Instructional Routine Handbook as well as the Speaking/Listening Checklists in the Teacher Resource Book or in week 6.

K: Unit 4: T 399, T405, T410, T417, T422, T424, T429, T434, T444, T454, T462, student Reading/Writing Companion p. 38, 48-50

1st Grade, Unit 2, Week 2: T93, T99, T124, T131J, T132, T138, student Reading/Writing Companion p. 59-61

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T11, T17, T24, T44, T49L, T50, T470-T471, student Reading/Writing Companion p. 2-7, 14, 16-18, 19

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 28. 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 47.

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, page 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 independent 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: K-2

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 (listening) 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 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 (in grade 2), Scaffolded Shared Reading (for ELLs in grade 2), 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.

K: Unit 4: T402, BM2-23

1st Grade, Unit 2: T96, BM2-25

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T14, BM2-BM13

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 3

Building Knowledge

Metric

NN Metric 3B: K-2

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 selections at a variety of complexity levels.
- Include a wide range of selections that relate to students' interests.
- Include selections that are a mix of informational texts and literature, as well as selections 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 selections.
- Suggest ways teachers could track student reading in lightweight 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 includes multiple opportunities to increase regular independent reading of texts that connect to classroom topics and appeal to student interests. Classroom library trade books, all of which are rich, complex texts that will engage students, provide strong options for independent reading. 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.

At grades K-5, as part of small-group instruction, students are encouraged to choose books for at least ten minutes of daily independent reading, responding in their writer's notebooks either in print or online. Available resources may include bonus selections in the Literature Anthology; additional K-8 Leveled Readers drawn from the digital Leveled Reader Library; Classroom Trade Library titles; and additional connected titles drawn from the Unit Bibliographies. Book talks, literature circles, and other sharing opportunities are regularly encouraged as part of the independent reading process. In the Teacher's Edition, the Self-Selected Reading activities in differentiated small groups and Independent Practice options provide additional support for independent reading.

K: Unit 4: T5, T11, T16, T85, T91, T95, T99

1st Grade, Unit 2: T5, T7, T11, T13, T16, T73, T77, T81 T85

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T5, T13, T15, T18, T139, T145, T151, T155

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 text selections, tasks and assignments should build knowledge. For continuity, skip to Alignment Criterion 3 to continue focusing on building knowledge on Page 35. Otherwise, continue on to Non-Negotiable 4 on Page 17.**

Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.

Directions for Non-Negotiable 4

Foundational Skills

Non-Negotiable 4: Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

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 4A:** Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.
- **NN Metric 4B:** Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.
- **NN Metric 4C:** Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.
- **NN Metric 4D:** Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

- **NN Metric 4E:** Grade 2 materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade level text as required by the Foundational Skills Standards.

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 4

Foundational Skills

Metric

NN Metric 4A: K-2

Submissions address grade-level CCSS for foundational skills by providing instruction in concepts of print, letter recognition, phonemic awareness, phonics, word awareness, vocabulary development, syntax, and reading fluency in a research-based and transparent progression in each grade level.

How to Find the Evidence

What to look for: Foundational reading elements required by the Standards for each grade level are all present. Look for materials that include:

- Explanations of why foundational skills are organized and introduced in the sequence they are.
- References to seminal research that has informed the foundational skills approach chosen.
- Progressions of skills that are introduced and developed gradually and coherently.
- Routines and guidance that will remind teachers to monitor student progress.
- In each of the five areas of foundational reading, skills move from simple to complex cases; this progression helps students come to understand and use the system of correspondences that characterize written English.
- The elements of foundational reading are connected to one another through the materials in a way that makes sense for both teachers and students.

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 thoroughly and systematically teaches foundational skills. Daily in grades K-2, phonological awareness/phonemic awareness, phonics, fluency, vocabulary, and comprehension are explicitly addressed within the lessons in the Teacher Edition (TE), as well as Workstation Activity Cards, online resources and decodable readers.

K: Unit 4: Begin exploration with the Focus on Word Work, T400-401 and Suggested Lesson Plan, T408-409, as well as T418-421, T430-431, T438-T441, T452-453, and T458-459

1st Grade, Unit 2: Begin exploration with the Focus on Word Work, T94-95 and Suggested Lesson Plan T102-103, as well as T108-111, T118-121, T128-131, T136-137, and T142-143

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: Begin exploration with the Focus on Word Work T12-13, T400-401 and Suggested Lesson Plan, T20-T23, T76-130

Rating

- Meets
- Does Not Meet / Insufficient Evidence

Non-Negotiable 4

Foundational Skills

Metric

NN Metric 4B: K-2

Submissions include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.

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. Materials incorporate:

- High-quality activities for those students who are able to reach mastery of the foundational skills with less practice.
- High-quality activities for students who require multiple practice opportunities.
- Resources for both supported and independent practice of foundational skills.

Where to look: Conduct a full reading of several lessons and the associated materials and task sets.

Evidence

Wonders supports frequent and repeated practice of all foundational skills within whole group, small group and independent practice.

All Grade Levels: Review Reading/Writing Companion, Student Practice Book, decodable readers, workstation cards and interactive online games.

K: Unit 4: Begin exploration with the Focus on Word Work, T400-401 and Suggested Lesson Plan, Whole Group: T408-409, T418-421, T430-431, T438-T441, T452-453, T458-459 Small Group: T464-481,

1st: Unit 4: Begin exploration with the Focus on Word Work, T94-95 and Suggested Lesson Plan T102-103, Whole Group: T108-111, T118-121, T128-131, T136-137, T142-143, Small Group: T148-T165

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: Begin exploration with the Focus on Word Work T12-13, T400-401 and Suggested Lesson Plan, T20-T23, Whole Group and Small Group (Tier 2 boxes): T76-130

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 4

Foundational Skills

Metric

NN Metric 4C: K-2

Submissions provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.

How to Find the Evidence

What to look for: Materials that include clear systematic and regular diagnostic assessment materials and protocols.

- Regular diagnostic assessment interval expectations are clear and supported with materials.
- Materials include guidance for instruction and remediation based on regular (at least weekly) diagnostic assessment.
- Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate student skill attainment.

Where to look: Examine the Foundational Skills scope and sequence and any ancillary assessment materials.

Evidence

The *Wonders* Assessment system is systematic and comprehensive including informal progress monitoring and formal weekly, unit and benchmark assessments as well as a digital space to create individualized assessments. Also review the extensive Placement and Diagnostic Assessment handbook which includes foundational skills screening options. Within grade level *Wonders*, weekly instruction, teachers may access the Progress Monitoring and regular Check for Progress supports to help guide instruction and remediation of skills for all students. The digital Data Dashboard gives teachers real-time recommendations for appropriate level assignments, reading selections, remediation, and more—based on student performance data automatically compiled from previous assignments and assessments. This gives teachers actionable next steps for targeted small group instruction.

To explore the online assessments after logging in to the Teacher Edition, click Assess and Data tab, then Online Assessment Center.

K: Unit 4: Check for Success-T421, T431, T441, T453, T459, Weekly Assessment-T488-489

1st Grade, Unit 2: Check for Success- T111, T121, T131, T137, T143, Weekly Assessment-T174

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: Check for Success- T83, T89, T97, T101, T103, T111, T117, T129, T131, Weekly Assessment-T164-165

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 4

Foundational Skills

Metric

NN Metric 4D: K-2

Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.

How to Find the Evidence

What to look for: When reading for foundational skill practice, making meaning from reading is expected and prompted by the materials. Sequential, cumulative instruction and practice opportunities for the full range of foundational skills 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 selections (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: Read instructions, notes to students and prefatory material from throughout the submission to evaluate how well this is done. Examine a series of specific lessons for the types of routines or approaches that are included for foundational skills.

Evidence

Applying foundational skills and making meaning from reading is supported in Shared Read, Decodable readers, and the student practice books and Reading/Writing Companion. Routines are a crucial aspect of **Wonders** and can be explored within the TE as well as the Instructional Routine Handbook (online in Resources).

K: Unit 4: T432-433, T442-443

1st Grade, Unit 2: T112-113, T129, T136-137, T142

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T82, T89, T96, T101, T110, T117, T124-125, T129

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 4

Foundational Skills

Metric

NN Metric 4E: Grade 2

Materials provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level text as required by the Foundational Skills Standards.

How to Find the Evidence

What to look for: Instructional opportunities that are frequently built into the materials for students to practice their developing reading skills with grade-appropriate texts.

- Regular opportunities to read and reread are built into lessons and materials.
- Prompts to use decoding strategies and context to make meaning and correct as necessary are evident in instructions and routines.

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

Evidence

Explicit and systematic instruction is provided for concepts of print, phonological awareness, phonics and word recognition, fluency and vocabulary. Students are provided with consistent opportunities to read and re-read texts through the “Read, Re-read, Integrate” routine. Pre-decodable and decodable texts in the early grades allow students to develop automaticity and fluency. Fluency instruction includes weekly formal instruction with a set scope and sequence of fluency skills that are taught and practiced both in whole class and small group lessons. Deep support for small-group instruction includes mini-lessons in fluency in four differentiated pathways (Approaching Level, On Level, Beyond Level, and English Learners.) Shared reading offers a prime opportunity to focus on fluency, while students read as a class or small groups, and then reread in pairs. In Grade 1, Focus on Fluency features indicate where *Wonders* offers opportunities to practice fluency with students, and the fluency routines support weekly development of the focus skill.

K, Unit 4: T27-28, T43, T51, T53, T65, T73, T79, T83-84, T87, T91, T93, T101,

1st Grade, Unit 2: T2-3, T23, T29, T39, T47, T65, T69, T72, T89

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: Make Learning Visible Student Outcomes- T11, T33, T46, T54, T82, T89, T97, T101, T110, T117, T125, T129

Rating

Meets

Does Not Meet / Insufficient Evidence

Non-Negotiable 4

Foundational Skills

Non-Negotiable 4: Materials develop foundational reading skills systematically, using research-based and transparent methods. This means materials provide explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency.

Rating for Non-Negotiable 4

If all metrics were rated as Meets, then rate Non-Negotiable 4 as Meets. If one or more metrics were rated as Does Not Meet, then rate Non-Negotiable 4 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:

***If you have completed all the Non-Negotiables and Alignment Criteria 1-3, skip to Alignment Criterion 4 on Page 40. Before moving on, record the final Meets or Does Not Meet rating in the Evaluation Summary on Page 47.**

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 K-5, materials include a balance of texts and instructional time of 50% literature and 50% informational text.
- **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.

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 3 out of 4 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 47 before proceeding to Alignment Criterion 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: K-2

In grades K-5, materials include a balance of texts and instructional time of 50% literature and 50% informational text.

How to Find the Evidence

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

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

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

The selections and instruction in *Wonders* reflect the 50/50 balance of literary and informational text outlined in the Common Core State Standards. The balance of text selections for each grade level can be explored in the scope and sequence and in the table of contents of the Reading/Writing Companion student edition.

K: Unit 4: Teacher Edition: BM2-23, Student Reading/Writing Companion p. 2-5

1st Grade, Unit 2: Teacher Edition: BM2-25, Student Reading/Writing Companion p. 2-7,

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: Teacher Edition: BM2-BM13, Student Reading/Writing Companion p. iv-vii

Rating

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

Alignment Criterion 1

Range and Quality of Texts

Metric

AC Metric 1B: K-2

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 selections or text types that match the demands of the Standards in each grade level. Look for materials that include:

- Specific grade-level text characteristics, including but not limited to stories written by the same author, selections with visual or quantitative elements, texts on the same topic, selections with similar characters, selections providing conflicting information, selections with first and second-hand accounts, selections 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 selections/genre types required specifically by the grade-level standards. Otherwise, scan the table of contents or curriculum maps.

Evidence

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. In the Reading/Writing Companion and Leveled Readers, as well as the online resources and articles, students are exposed to a variety of text types, including informational articles, blog posts, and more. Many non-fiction pieces are accompanied by text features like maps, graphics, captions, charts, and more. Genres like poetry and drama introduce children to non-narrative text types, while persuasive articles, expository texts, narrative nonfiction, and biography introduce them to a depth of academic content which will transfer to other subject areas. Commissioned and authentic literature is utilized at each grade level. Selections are engaging, relevant and support grade level Lexile bands. The Access Complex Text (ACT) feature provides scaffolded instruction for text features that relate to text complexity, with the goal of having all students read closely while accessing and comprehending complex texts. The scope and sequence for each grade level identifies the specific text features that are used in that text set/selection.

K: Unit 4: Teacher Edition: BM2-23, Student Reading/Writing Companion p. 2-5

1st Grade, Unit 2: Teacher Edition: BM2-25, Student Reading/Writing Companion p. 2-7,

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: Teacher Edition: BM2-BM13, Student Reading/Writing Companion p. iv-vii

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

Alignment Criterion 1

Range and Quality of Texts

Rating

How to Find the Evidence

Evidence

-
- 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 3 out of 4 points to meet Alignment Criterion 1. If materials earn fewer than 3 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 (4 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 47.

Directions for Alignment Criterion 2

Questions, Tasks, and Assignments

Instructional Materials Evaluation Tool (IMET)
ELA/Literacy, Grades K–2

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, page 30 or 56)

Metrics to Review

- **AC Metric 2A:** High-quality sequences of text-dependent questions designed for comprehension are prevalent in the materials, whether designed to be read aloud or accessed by students directly, and build to a deep understanding of the knowledge and central ideas of the text (including those selected for reading aloud).
- **AC Metric 2B:** Questions and tasks in the materials designed for comprehension, whether designed to be read aloud or accessed by students directly, support students in understanding the academic language (vocabulary and syntax) prevalent in texts (including those selected for reading aloud).
- **AC Metric 2C:** Materials support students’ developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied and reflect the types and purposes for writing.

- **AC Metric 2D:** Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.
- **AC Metric 2E:** 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.

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 47 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: K-2

High-quality sequences of text-dependent questions designed for comprehension are prevalent in the materials, whether designed to be read aloud or accessed by students directly, and build to a deep understanding of the knowledge and central ideas of the text (including those selected for reading aloud).

How to Find the Evidence

What to look for: The prevalence of a set of coherent question sequences in materials designed for comprehension that direct students to draw evidence from the text, with particular attention to read aloud texts. 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

Educators will find that in both the Teacher Edition and Reading/Writing Companion, prompted questions ask for a close rereading of the content in order to provide text-dependent answers for written or collaborative conversations. Questions within Wonders vary in complexity based on Depth of Knowledge and are outlined in the Close Reading Routine. Student-Centered learning is promoted, and students are encouraged to be critical thinkers and independent learners.

K: Unit 4: T302-303, T412-415, T426-T429, T432-433, T442-T443, T448-T451, T462

1st Grade, Unit 2: T4-T5, T106, T112-113, T127, T131A-131J, T135A-T135D

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T4-5, T27-T33, T36, T42-43, T49A-T49L, T51A-T51C

Rating

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

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2B: K-2

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

The 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. In discussions, students 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—a mix of general academic and domain specific—is then directly taught through the define/example/ask routine. The Reading/Writing Companion vocabulary minilesson, visual vocabulary cards and 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. Vocabulary instruction begins introducing academic language in the Build Background lesson with Oral Vocabulary words and expands daily and reinforced in the Literature Big Book and the Interactive Read Aloud. Specific academic language included in selections is pre-taught (Story Words). Educators may also analyze the academic language targeted in each unit and found in the left side columns.

K: Unit 4, Week 2: T 300-T301, Oral Vocabulary Routine-T410, T436, Build Oral Vocabulary-T413-T416, T424-425, T446, High-Frequency Words-T421, T431, T441, T453, T459,

1st Grade, Unit 2, Week 2: T2-T3, Oral Vocabulary-T104, T116, T126-T127, T131, High-Frequency Words-T111, T121, T131, T137, T143

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T2-T3, T11, T20-T23, Oral Vocabulary-T26, Academic Vocabulary-TT34-T35 and student companion p.8-9, T72-T73, High-Frequency Words-T81, T95, T103, T109, T123, T131

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

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2C: K-2

Materials support students' developing writing skills over the course of the school year. This includes writing opportunities for students that are prominent and varied and reflect the types and purposes for writing.¹

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 supports early writers by inspiring and developing children's habits of writing. Wonders builds writing skills, analytical and genre writing through routines and the writing process. Every week contains a variety of writing tasks. The writing lessons at Grades K and 1 begin each week as Shared writing lessons, move to Interactive writing, and then to Independent writing. Extended writing-process lessons are available at teacher's discretion. At grade 2, students engage in both analytical writing about the texts they read and genre-based writing using the texts they have read as expert models. 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.

K: Unit 4: T14-T15, T17, T110-T111, T206-T207, T312-T313, T404-T405, T496-T497, BM2-BM23

1st Grade, Unit 2: T14-T15, T17, T98-T99, T182-T183, T266-T267, T350-T351, T428-T437, BM2-BM25

2nd Grade, Unit 3: T16-17, T172-T173, T328-T329, BM2-BM13

Rating

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

1. 4 For K-1 materials, tasks should offer the chance to document through drawing, or other ways of compiling evidence in a developmentally appropriate way.

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2D: K-2

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. 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 through directions and modeling, encourage students 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.

K: Unit 4: T307, T317A-T317B, Review Collaborate icons and green Collaborative Conversation Boxes: T319, T364, Teacher Resource Book p.122-123

1st Grade, Unit 2: T93, Review Collaborate icons and green Collaborative Conversation Boxes: T105, Teacher Resource Book p.122-123

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: p.viii, T4, T8-T9, T11, Review Collaborate icons and green Collaborative Conversation Boxes: T24, T74-T75, Teacher Resource Book p.118-119

Rating

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

Alignment Criterion 2

Questions, Tasks, and Assignments

Metric

AC Metric 2E: K-2

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 commas and pronouns, 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, too.

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

In **Wonders**, Language development, grammar and convention standards are woven into connected lessons throughout grade level weekly instruction. Students are invited to apply grammar and conventions both in and out of context. After a grammar lesson, students can work with partners to practice applying grammar skills in real-world situations. For example, after learning about present-tense verbs, students take turns talking about their communities (forging a connection to the Essential Question and anchor text for the unit) and identifying present-tense verbs in their sentences. For additional application out of context, partners extend their practice using present-tense verbs to complete cloze sentences with first- and third-person subjects. Online grammar activities and practice book pages provide additional opportunities to apply grammar skills and conventions in multiple contexts. Shared Writing lessons offer an opportunity to model appropriate use of grammar and conventions, invite students to engage in guided practice, discuss with a partner and orally generate sentences using correct grammar, and then apply that grammar in more sophisticated independent writing about the anchor text.

K: Unit 4: T301A-T301B, T307A, T331, T343, T353, T363, T369, T399, T423, T435, T444, T455, T461, T491, T515, T527, T536, T547, T553

1st Grade, Unit 2: T9, T31, T41, T49, T55, T61, T93, T115, T125, T133, T139, T177, T199, T209, T217, T223, T261, T283, T293, T301, T307, T345, T367, T377, T385, T391,

2nd Grade, Unit 3: T11, T66, T67, T167, T220-223, T323, T370-371

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 7 out of 10 points to meet Alignment Criterion 2. 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:

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 47.

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 shared, short, and 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 47 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: K-2

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, including high-quality series of text dependent questions, support students' ability to complete culminating tasks.

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

Evidence

In **Wonders**, within and at the end of each unit, students have an opportunity to show what they have learned in culminating genre-based activities that support the essential question and show what students have learned.

K: Unit 4: T370-T371, T462-T463, T592-T603

1st Grade, Unit 2: T62-T63, T146-T147, T230-T231, T 314-T315, T398-T399, Week 6: extends previously taught skills: T440-T457

2nd Grade, Unit 3: T74, T230, T376, Week 6: extends previously taught skills: T442-T447

Rating

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

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

AC Metric 3B: K-2

Materials require students to engage in many shared, short, and 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, as called for in the grade-level standards.
- Instructions that are in fact short and focused—most lasting for no more than a week.
- Shared 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

In **Wonders** and within each unit, teachers will find opportunities for extensive practice with short, focused, grade appropriate research and inquiry projects.

K: Unit 4: T364-T365, T456-T457, T548-T549

1st Grade, Unit 2: T56-T57, T140-T141, T224-T225, T 308-T309, T392-T393,

2nd Grade, Unit 3: T75, T23, T376, T356-T357, T470-471

Rating

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

Alignment Criterion 3

Building Knowledge with Texts, Vocabulary, and Tasks

Metric

AC Metric 3C: K-2

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

In **Wonders**, students participate in routines that build understanding and increase student knowledge of academic language (Define/Example/Ask), oral vocabulary acquisition (Define/Example/Ask) and high-frequency words (Read/Spell/Write). Students build fluency and automaticity in acquiring words to increase language development and sentence structure for reading and writing. Command of language is developed through deep foundational skills instruction, weekly mastery of academic and domain-specific vocabulary, grammar and spelling practice, and carefully crafted guidance on mastering complex syntax and structure. The texts that students read use both academic vocabulary and sophisticated syntax in context to provide models. Lessons about vocabulary strategies and word choice (as part of author's craft) invite students to explore word choice and word relationships, while analyzing their impact on text(s). Students are encouraged to take note of unfamiliar words as they read, and receive guidance in using context clues, root words, and other word work strategies to acquire and understand new vocabulary.

K: Unit 4: Oral Vocabulary-T410, T424-425, High-Frequency Words-T421, T431

1st Grade, Unit 2: Oral Vocabulary-T104, T116, T126, T131, High-Frequency Words-T111, T121, T137, T143

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: Oral Vocabulary-T26, Academic Vocabulary-TT34, T72-T73, High-Frequency Words-T81, T95, T103, T109, T123, T131

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 47.

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 47 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: K-2

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:

- Sample 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 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. When analyzing time frames keep in mind the spiral and explicit, focused and repeated exposure of skills and strategies.

All Grades: Teach It Your Way T6-T7, time clocks next to each mini lesson and Scope and Sequence in back of Teacher Edition

K: Unit 4: BM2-BM23

1st Grade, Unit 2: BM1-BM25

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: 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: K-2

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. Look for:

- Foundational reading sections that have frequent (weekly) pauses for diagnostic assessment and clear guidance/adequate materials for students who have not yet mastered a given phonic pattern or any aspect of foundational skills required by the Standards at that grade level.
- Extended practice opportunities that are available for students who need more time and repeated exposures in order to attain that particular skill.
- Extended practice materials that are easy to access and in a mix that allows students to work independently as well as with support.

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. Highly detailed outlines of our pathways for diverse learners is available in the Teacher’s Edition Differentiated Lesson Plan pages (identified by their orange frames/backgrounds) after the whole group instruction, which include small group differentiated pathways, and provide more targeted support for each student population, including targeted objectives, scaffolded academic language, differentiated skills support (vocabulary, fluency, comprehension, etc.), guidance for previewing and reviewing text, close reading, making connections, tips for building background knowledge, guidelines for differentiation during collaboration, and helping readers become writers. Teachers can monitor and differentiate with the Check for Success features within lessons as well as scaffolded instruction by using the Access Complex Text (ACT), Articulation, Corrective Feedback, and Teach in Small Group 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.

K: Unit 4, Week 2: T406-409, T413, T421, T427, T431, T437, T441, T453, T454, T459, T464-T471, T482-T487

1st Grade, Unit 2, Week2: T100-T103, T106-107, T110-11, T113, T121-T123, T131-T131A, T132, T137, T143, T148-T157, T166-T173

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T18-T23, T28, T30, T32-T35, T37, T39, T41-T42, T44, T47, T48-T49C, T491I, T50, T51A, T51C, T55, T56, T64, T66.

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

Rating
Alignment Criterion 4

Access to the Standards for All Students

Metric

How to Find the Evidence

Evidence

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

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4C: K-2

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. Look for:

- Extension opportunities are available for students who have attained a given skill.

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.

K: Unit 4: T406-409, T478-T481

1st Grade, Unit 2: T100-T103, T162-T165

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T13, T18-T23, T146-T151

Rating

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

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4D: K-2

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*.

K: Unit 4, Week 2: T406-409, T421, T427, T441, T447, T464-487, T489

1st Grade, Unit 2: T100-103, T105, T107, T116, T127, T135, T148-173, T175

2nd Grade, Unit 3, Genre Study 1: T18-T23, T25, T37, T44-45, T77-95, T132-165

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

Alignment Criterion 4

Access to the Standards for All Students

Rating

Instructional Materials Evaluation Tool (IMET)
ELA/Literacy, Grades K–2

Metric

How to Find the Evidence

Evidence

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

Alignment Criterion 4

Access to the Standards for All Students

Metric

AC Metric 4E: K-2

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

Wonders offers comprehensive formative and summative assessments to help gather information about students' instructional needs. Both print and digital options are available. The online assessment center allows teacher to assign weekly or unit assessments, edit assessments, or create their own. An extensive Placement and Diagnostic Assessment book supports teachers in placing students and monitoring specific skills. The Assessment Handbook outlines the vast variety of assessments options and the Online Data Dashboard houses student and class data with reports to inform teacher instruction. In addition to the myriad of summative assessments, teachers may utilize formative measures outlined within the teacher edition especially the Track Success: Progress Monitoring pages. Students are encouraged to measure their progress and abilities using checklists and charts in the Reading/Writing Companion that define expectations and help perform self-evaluation. These resources also help teachers monitor student comprehension, as well as provide critical input to students.

All Grades: Weekly and Unit Assessment books, Assessment Handbook, Placement and Diagnostic Assessment book

K: Unit 4, Week 2:T480-T488, T604-T606

1st Grade, Unit 2, Week 2:T174-T175, T462-T464

2nd Grade, Unit 3, Genre Study 1-Narrative Nonfiction: T164-T165, T478-T480

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
Non-Negotiable 2: Evidence-based Discussion and Writing

- Meets Meets
 Does Not Meet Does Not Meet

Non-Negotiable 3: Building Knowledge
Non-Negotiable 4: Foundational Skills

- Meets Meets
 Does Not Meet 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 4 possible.
(Materials must receive at least 3 of 4 points to align.)

- Meets N/A
 Does Not Meet

Alignment Criterion 2:
Questions, Tasks, and Assignments

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

- 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 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.