## Key Criteria for Text Selection

### 1. Text Complexity

The Common Core State Standards require students to read increasingly complex texts with growing independence as they progress toward career and college readiness.

#### 1.1.A. Texts for each grade align with the complexity requirements outlined in the standards.

The 3-part model for measuring text complexity was used in selecting and placing all text in the program: Quantitative Measures, Qualitative Measures and Reader and Task Considerations. Lexile levels for all texts in each genre study are found on the Foster a Love of Reading pages, as well as in the individual lessons. Access Complex Text (ACT) feature boxes throughout the Teacher’s Edition provide guidance on exactly what factors may make each text complex, along with strategies to help students with those specific text challenges.

Gr. 3 Unit 1 pages T10-T11, T26-T27, T43B-T43R, T45A-T45D, T71, T81, T101; Gr. 4 Unit 1 pages T10-T11, T26-T27, T43A-T43J, T45A-T45B, T71, T81, T101; Gr. 5 Unit 1 pages T10-T11, T26-T27, T43A-T43P, T45A-T45B, T71, T81, T101

#### 1.1.B. All students (including those who are behind) have extensive opportunities to encounter grade-level complex text.

Offering extensive opportunities for ALL students to encounter text of appropriate complexity throughout the year is a critical goal for *Wonders*. The Reading/Writing Companion for each grade provides short, grade-level texts designed for close reading. Access Complex Text features for these pieces, as well as for the Literature Anthology Anchor texts and paired selections, provide any scaffolding necessary for students to read the texts successfully. Small group instruction (for students approaching grade level, on grade level, beyond grade level, and ELLs) gives more opportunities for all students to encounter grade-level complex text. Students read their “just right” leveled reader or Genre Passage first and then are stretched to move up to the next level. Additional scaffolding is provided for English Language Learners to access the shared read and anchor text in small group instruction.

Gr. 3 Unit 1 pages T24-T27, T43A-T43R, T45A-T45D, T71, T73, T81, T83, T92-T99, T101, T103; Gr. 4 Unit 1 pages T24-T27, T43A-T43J, T45A-T45B, T71, T73, T81, T83, T92-T99, T101, T103; Gr. 5 Unit 1 pages T24-T27, T43A-T43P, T45A-T45B, T71, T73, T81, T83, T92-T99, T101, T103

*Wonders* also provides additional opportunities for students to have access to grade-level complex text. One opportunity is the Time For Kids online article, and another is the Reader’s Theater play—both used during the Week 6 review.

Gr. 3-6 Unit 1 pages T298-T301
I.1.C. Shorter, challenging texts that elicit close reading and re-reading are provided regularly at each grade.

The short Shared Read selections in the Reading/Writing Companion were created to elicit close reading and re-reading. On-page prompts and mini-lessons following these short reads guide students to go back and re-read specific parts of the passage to gain deeper meaning from the selection. In addition, each longer Literature Anthology selection is followed by a short, challenging paired read on a related topic. Similarly, each leveled reader contains both a longer main selection and a short, related, challenging paired read, written to support the application of close reading.

Gr. 3-6 Unit 1 pages T24-T27, T30-T37, T45A-T47, T71, T81, TT87, T101

I.1.D. Novels, plays, and other extended full-length readings are also provided with opportunities for close reading.

Each grade includes a number of full-length readings in the Literature Anthology, with close reading instruction provided in the Teacher’s Edition, and guided response opportunities in the Reading/Writing Companion. These full-length readings appear in the Literature Anthology:

Grade 3: Yoon and the Jade Bracelet, The Castle on Hester Street, Vote!, Martina the Beautiful Cockroach, Amazing Wildlife of the Mojave, Clever Jack Takes the Cake, Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote.


Grade 5: One Hen, Camping with the President, Blancaflor, They Don’t Mean It!, Winter’s Tail, A Window into History: The Mystery of the Cellar Window, Rosa, The Unbreakable Code, Survival at 40 Below.

Additional full-length selections are provided for independent reading:


Grade 4: The Princess and the Pizza, The Secret Message, The Buffalo Are Back, Abe’s Honest Words, LaRue for Mayor, Why Does the Moon Change Shape?, Apples to Oregon, The Big Picture of Economics.


Full-length poems and magazine articles, including Time For Kids articles, also appear in each Literature Anthology. A full-length play for Reader’s Theater is provided online for every unit in week 6. Additionally, there are suggested trade books that could be used with that week/unit shown on each weekly overview, with accompanying lesson plans available online.
I.1.E. Additional materials aim to increase regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.

Wonders includes multiple opportunities to increase the opportunity for regular independent reading of texts that connect to classroom topics and appeal to student interests. Classroom library trade books, many of the titles rich complex text exemplars that will engage students, provide strong options for independent reading. Classroom library lessons are available online. The Independent Reading selections in the Literature Anthology and the Bonus Leveled Readers included in the program allow for the application of skills and strategies students have been learning throughout the unit. Independent Reading Routines from the Instructional Routine Handbook (available online) provides 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 and share with partners, and to help teachers monitor student comprehension as they read, as well as provide critical input to students. A unit bibliography also provides additional suggestions of titles, related to the unit themes. In the Teacher’s Edition, the Self-Selected Reading activities in differentiated small groups provides additional support for independent reading. Activities in the Leveled Workstation Activity Cards include Center ideas which students can apply to their independent reading as well.

Gr. 3-6 Unit 1 T14, T45, T79, T85, T91

2. Range and Quality of Texts: The Common Core State Standards require a greater focus on informational text in elementary school and literary nonfiction in ELA classes in grades 6–12.

I.2.A. In grades 3–5, literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational texts.

In Wonders Grades 3-5, 50% of the reading selections are literature and 50% are informational text. Across grades, the program literature ensures extensive coverage of grade-level appropriate Science and Social Studies topics, including key text features (like maps, graphics, captions, charts, etc.) associated with reading in that curriculum. Examples of science and social studies topics:

Grade 3: Communities (social studies), Inventions (science) Landmarks (social studies)
Grade 4: Clever Ideas (social studies), Ideas in Motion, (science)
Grade 5: Meeting a Need (social studies), Inventions (science), New Technology (science)

I.2.B. In grades 6–12, ELA programs shift the balance of texts and instructional time towards reading substantially more literary nonfiction.

The even balance of literature and informational text in Grades 3-5 shifts to more nonfiction than literature in Grade 6, with about 60% nonfiction selections. As in the previous grades, the program literature covers a range of grade-level appropriate Science and Social Studies topics. Examples of science and social studies topics:

Grade 6: Alliances (social studies), Using Money (social studies), Environments (science)

I.2.C. The quality of the suggested texts is high — they are worth reading closely and exhibit exceptional craft and thought or provide useful information.

The literature in Wonders meets the standards of quality and complexity outlined in the Common Core Standards. Many of the Literature Anthology main selections are award-winning works or by award-winning authors and illustrators. Award winners are noted in the Table of Contents of each book.

Here are examples from the Grade 5 Literature Anthology: Bud, Not Buddy and Where the Mountain Meets the Moon won the Newbery Medal and Newbery Honor respectively. Camping with the President won a 2011 California Reading Association Eureka! Silver Honor. The Story of Snow was named an Outstanding Science Trade Book by NSTA and CBC, and One Well was named an Outstanding Social Studies Trade Book by NCSS and CBC.
### I.2.D. Specific texts or text types named in the standards are included.

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

**Grade 3**: *Martin Luther King, Jr. and the March on Washington* (classroom library); *Grade 4*: “Fog” (poem); *The Cricket in Times Square; A Drop of Water; MC Higgins the Great* (classroom library); *The Birchbark House* (classroom library); *Horses* (classroom library); **Grade 5**: *Where the Mountain Meets the Moon, Bud, Not Buddy*; “Words Free As Confetti” (poem) **Grade 6**: *The Great Fire, The People Could Fly*

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. Any specific text types mentioned in the Standards for a grade are represented. For example, the Grade 3 Standards mention “books from a series,” and so the Grade 3 Literature Anthology includes two selections from Sara Pennypacker’s Clementine series (*The Talented Clementine, Clementine and the Family Meeting*, Unit 4 Weeks 1-2).

### I.2.E. Within a sequence or collection of texts, specific anchor texts are selected for especially careful reading.

The main selection in the Literature Anthology is the anchor text every week, and detailed prompts and other features are provided to facilitate especially close reading. Besides the main selection, each week contains three short reads and a read aloud, all linked to a key topic from this cornerstone text.

For example: Grade 4 Unit 1 Weeks 1-2 center on geological change and natural disasters, with the Literature Anthology selection *Earthquakes* (pp. 10-19) as the anchor text. The text set begins with a read aloud, “Avalanche” (TE p. T23), and also includes the short Shared Read “A World of Change” (Reading/Writing Companion pp. 2-5), a short paired selection, “Weathering the Storm” (Literature Anthology pp. 22-23), as well as the Leveled Reader extended text read *Changing Landscapes* and short paired read, “Students Save Wetlands.” As students read across multiple texts they both build knowledge about the essential question and explore the characteristics of specific genres.
## II. Key Criteria for Questions and Tasks

### 1. High-Quality Text-Dependent Questions and Tasks: Among the highest priorities of the Common Core State Standards is that students be able to read closely and gain knowledge from texts.

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<thead>
<tr>
<th>II.1.A.</th>
<th>A significant percentage of tasks and questions are text dependent.</th>
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<td>Because <em>Wonders</em> was built from the ground up to address the Common Core State Standards, ensuring that a significant majority of the tasks and questions are text-dependent was a key priority for the writers and editors who worked on the program. <em>Wonders</em> author Dr. Doug Fisher defined and shaped the protocol for close reading throughout the program. Beginning with an initial read to understand what the text is about, students then re-read with a specific purpose, looking for answers to text-dependent questions and figuring out why the author did what he or she did, how the text works, and focusing on craft and structure. The instructional prompts which guide close reading are text-related and serve to help the students gain information and understanding from the selection. All close reading tasks are presented so that students need to re-read and cite text evidence in their responses.</td>
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<th>II.1.B.</th>
<th>High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.</th>
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<td>The Teacher’s Edition includes suggested prompts for reading and re-reading (close reading) of the selections, accessing complex text, and ELL support. The close reading protocol also includes note taking, discussion with a partner, and using a graphic or organizer. The Read questions focus on initial comprehension, while the Re-read prompts help students analyze the author’s craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. All tasks are presented so that students need to re-read and cite text evidence in their response. <strong>Gr. 3 Unit 1 pages T24-T27, T30-T37, T43A-T43R, T45A-T47; Gr. 4 Unit 1 pages T24-T27, T30-T37, T43A-T43K, T45A-T47; Gr. 5 Unit 1 pages T24-T27, T30-T37, T43A-T43R, T45A-T47</strong></td>
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<th>II.1.C.</th>
<th>Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.</th>
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<td>Prompts are text-related and aim to help students pay close attention to specific details and comprehend the most important ideas and information in a selection. Scaffolded instruction demonstrates how to draw valid inferences based on textual evidence rather than on students’ prior knowledge or guesswork. Close Reading is modeled at the beginning of each Reading/Writing Workshop Shared Read lesson with a Teacher Think Aloud on how to present text evidence and/or make an inference. <strong>Gr. 3 Unit 1 pages T24-T35, T43A-T47; Gr. 4 Unit 1 pages T24-T39, T43A-T47; Gr. 5 Unit 1 pages T24-T39, T43A-T47</strong></td>
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|         | Synthesis of texts is accomplished with oral discussion (Respond to Reading – Summarize) and written response (Write About Reading). These questions are directly related to the text at hand and require students to support responses with text evidence. Students integrate ideas at the end of each genre study, requiring them to make connections between texts, drawing on specific examples from the texts. **Gr. 3 Unit 1 TE pages T38-T39, T43S-T45, T68; Gr. 4-6 Unit 1 pages T38-T39, T43K-T45, T68** |
### II.1.D. Instructional design cultivates student interest and engagement in reading rich texts carefully.

Each week’s readings are linked by an engaging essential question. Instruction begins with students joining in a collaborative discussion about that essential question, which focuses on a topic of particular relevance to students, including key concepts from the science and social studies curriculum for the grade. That conversation is expanded in the Read Aloud that follows and then in a series of readings that are focused on the essential question. All the reads include prompts for close reading and re-reading and culminate with making connections across text that return the student to answering the essential question with a fuller and richer knowledge base.

Gr. 3-6 Unit 1 pages T10-T11, T20-T23, T68

### II.1.E. Materials provide opportunities for students to build knowledge through close reading of specific texts.

Reading materials are arranged in two-week text sets exploring a topic or theme across multiple texts. For example: Throughout Grade 4 Unit 2 Weeks 1-2, students build knowledge of the science topic Adaptations, beginning with a read aloud “Adaptations at Work” ([Unit 2 TE p. T23](#)). That is followed by a short Shared Read, “Animal Adaptations” ([Reading/Writing Companion pp. 100-103](#)), an extended text read, *Spiders* ([Literature Anthology pp. 90-105](#)), a short paired selection in which the same essential question is explored through a different genre, “Anansi and the Birds” ([Literature Anthology pp. 108-109](#)), the Leveled Reader extended text read *Extreme Animals*, and Leveled Reader short reads. Successful comprehension of these complex texts helps students gather a body of knowledge, which is then used in writing tasks to convey understanding (Respond to Reading, [Literature Anthology p. 115](#)), to synthesize and present new knowledge ([Make Connections](#), Reading/Writing Companion, p. 120).

### II.1.F. Questions and tasks attend to analyzing the arguments and information at the heart of informational text.

In weeks that focus on informational text, the Access Complex Texts and close reading prompts help students absorb key information and analyze the arguments the author makes in the text. Additionally, most informational text selections include key text features associated with reading in that curriculum. Re-read mini-lessons provide specific support in analyzing arguments, understanding author’s point of view, and evaluating how text structure aids in comprehension of informational text.

Gr. 3 Unit 5 pages T218-T221, T224-T231; T237A-T241 Gr. 4 Unit 5 pages T218-T221, T224-T231, T237A-T241; Gr. 5 Unit 1 pages T218-T221, T224-T231; T237A-T241.
### II.2.A. Scaffolds enable all students to experience rather than avoid the complexity of the text.

Each week has specific scaffolds for the teacher to employ to help all students access complex text. The factors that make the text challenging are directly identified and addressed. Differentiated Reading suggestions provide additional opportunities to support all students in accessing grade-level complex text, including specific scaffolding for English Language Learners in the small group instructional pages.

- Gr. 3 Unit 1 pages T24-T27, T43B-T43R, T45A-T45D, T92-T99
- Gr. 4 Unit 1 pages T24-T27, T43A-T43J, T45A-T45B, T71, T81, T101
- Grade 5 Unit 1 pages T24-T27, T43B-T43P, T45A-T45D, T92-T99
II.2.B. Reading strategies support comprehension of specific texts and the focus on building knowledge and insight.

At the instructional heart of Wonders is the Reading/Writing Companion. Using the Reading/Writing Companion, students learn to take notes as they read short, complex texts, recording important details about the text, questions they may have, and unfamiliar words. As they re-read, mini-lessons focus on specific reading skills and strategies. Teachers model how to cite text evidence to support statements, inferences, and opinions about the text. Then, through the Your Turn activities, students work with partners to cite additional evidence to support their responses. This provides the perfect opportunity for teachers to observe what level of instructional support they may need as they work through the text. Students learn to access complex text by using text evidence as they read and re-read for deeper meaning and to answer text-dependent questions.

Students practice and apply what they have learned through multiple pathways. They build stamina with the use of the Literature Anthology, a collection of rich, diverse, engaging anchor texts including a variety of genres and award-winning selections. All readings in the Reading/Writing Companion and the Literature Anthology are connected to the same Essential Question. As students read the texts, they build vocabulary, access complex text, and practice comprehension strategies. As they re-read, they analyze the author’s craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions.

Students expand on their newly gained knowledge through the Leveled Readers, again tied to the same Essential Question and using the same academic and domain-specific vocabulary. Differentiated to meet the unique needs of a diverse group of readers, the Leveled Readers support guided reading instruction for students Approaching, On, or Beyond grade level as well as English Learners. The Leveled Readers are 50% informational text and 50% literature, and include the same topics at varying reading levels, as well as paired selections for practice reading and writing across connected text sets.

All strategies and skills are introduced in the Reading/Writing Companion. Instruction for each of these strategies and skills include re-reading the text and citing text evidence as well as stating the purpose for applying the strategy or skill in order to better comprehend the text.

Gr. 3 Unit 1 pages T24-T27, T30-T37 T43A-T43T, T45A-T47, T68; Gr. 4 Unit 1 pages T24-T27, T30-T37 T43A-T43L, T45A-T47, T68; Gr. 5 Unit 1 pages T24-T27, T30-T37 T43A-T43R, T45A-T47, T68
II.2.C. Design for whole-group, small-group, and individual instruction cultivates student responsibility and independence.

The three-part structure of skills lessons helps cultivate student responsibility and independence. Informed by the gradual release model, lessons move from teacher explanation through modeling through guided practice and then independent student practice. The Explain, Model, Practice framework in whole group and the "I Do, We Do, You Do" model used in small-group instruction are clear examples of this instructional design. Workstation Activity Cards are provided for independent and partner work at classroom centers while the teacher is meeting with small groups.

Gr. 3-6 Teacher's Edition pages T14-T15, T28-T34T40-T43, T46-T49, T74-T79, T84-T85, T90-T91

II.2.D. Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.

The questions and tasks in Wonders require careful comprehension of the text. Wonders author, Dr. Doug Fisher defined and shaped the protocol for close reading throughout the program. As students initially read the texts, they take notes in a graphic organizer, build vocabulary, access complex text, and practice comprehension strategies. As they re-read, they analyze the author’s craft and structure, going deeper into the text and learning to ask and answer more sophisticated questions. Evaluative and interpretive questions appear in the Make Connections boxes, only after a close reading of the text has been completed and text-dependent questions have been answered. The third phase of the close reading protocol then requires students to integrate ideas across multiple texts.

Gr. 3 Unit 1 T24-T27, T30-T37 T43A-T43T, T45A-T47, T68; Gr. 4 Unit 1 T24-T27, T30-T37 T43A-T43L, T45A-T47, T68; Gr. 5 Unit 1 T24-T27, T30-T37 T43A-T43R, T45A-T47, T68

II.2.E. Materials make the text the focus of instruction by avoiding features that distract from the text.

All instruction remains focused on the text and avoids any features that represent tangents from the text. Lessons are designed to make it easier for students understand complex information and apply key skills, and any graphic elements work toward that end. Highlighting vocabulary words helps students identify and understand how the words are used in context, an important aspect of vocabulary acquisition. Text features such as sidebars, maps, and diagrams were included to reflect accurately the types of texts students will encounter in real-life reading and standardized tests. Using text features to support and augment text is required by CCSS. Because such text features form an integral part of so many informational texts, learning how to use them is a critical skill for readers.

Gr. 3 Unit 5 T26-T27, T32-T33, T220, T226-T227; Gr. 4 Unit 1 T27, T32-T33, T43F, T221T226-T227; Gr. 5 Unit 1 T220, T226-T227
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<th>II.2.F.</th>
<th>Materials offer assessment opportunities that genuinely measure progress.</th>
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The Progress Monitoring and Summative Assessment pages in the Teachers Edition list out the tested skills and how they are assessed. Tested skills at Grades 3-6 cover comprehension, vocabulary, and writing. Opportunities to measure progress with fluency, spelling, and grammar (language conventions) are also provided each week.

Gr. 3-6 TE pages T104-T105, T202-T203, T330-T331

The Placement and Diagnostic Assessment serves as the initial screening instrument and contains assessments that can be assigned throughout the year to monitor student progress and pinpoint students’ strengths and weaknesses. Benchmark Assessments measure students’ progress toward end-of-year goals. Unit level fluency passages in the Fluency Assessment component identify student reading fluency and text comprehension; Running Records identify students’ reading level (independent, instructional, frustrational), reading style, and reading strategy use; and an Assessment Handbook assists with the interaction of components and leveling decisions.
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. Each week, students participate in collaborative discussions as they talk about the weekly concept and address the essential question. In discussions they are introduced to and use both general academic and domain specific vocabulary related to the concept. Content area vocabulary is highlighted in weeks that focus on science and social studies content. For each lesson throughout the Teacher’s Edition, specific academic vocabulary is called out in the Objectives column.

**Grades 3, 4, 5, 6 Unit 1 pages T20-T21**

A list of weekly academic vocabulary—again a mix of general academic and domain specific—is then directly taught through the define/example/ask routine. The Reading/Writing Companion vocabulary minilesson, the visual vocabulary cards and the digital visual glossary are all important resources that allow teachers to teach and model the meaning and use of each word and allow for guided practice in using the words in listening, speaking and writing activities. **Grades 3, 4, 5, 6, Unit 1 pages T28-T29**

The academic vocabulary is used in the complex text of the Shared Read, Anchor Text, and the leveled readers throughout the week. The Access Complex Text “Specific Vocabulary” support features in the Teacher’s Edition provides scaffolding for difficult vocabulary within the text. **Gr. 3 Unit 5 pages T43F, T43I, T43M, T43O; Gr. 4 Unit 1 pages T26, T43G; Gr. 5 Unit 1 pages T43C, T43G, T43K, T45A**

The leveled Workstation Vocabulary Activity Cards, the Practice Book and the Expand Vocabulary activities in the Teacher’s Edition (**Gr. 3-6 T66-T67, T164-T165, T254-T255**) all provide activities for reading, writing, listening and speaking application of the academic language taught.
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<th>IV. Key Criteria for Writing to Sources and Research</th>
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| **IV.1.** Materials portray writing to sources as a key task. | Writing to sources instruction and practice appear throughout *Wonders* and involve many types of meaningful writing tasks: taking notes while reading, responding to text-dependent questions, writing a summary, writing an extended response, and comparing and contrasting texts. Besides the graphic organizers and short responses students complete during close reading and the associated mini-lessons for each genre study, students complete extended Respond to Reading activities at the end of each shared read and anchor text, as well as the Text Connections lesson where they synthesize information across multiple sources. Students also practice writing to sources in their Research and Inquiry projects and the online Inquiry Space projects. 
Gr. 3 - 6 T30-T39, T44-T45, T68 |
| **IV.2.** Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. | 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. The academic vocabulary is used in the complex text of the Shared Read, Anchor Text, and the leveled readers throughout the week. The leveled Workstation Vocabulary Activity Cards, the Practice Book and the Expand Vocabulary activities in the Teacher’s Edition (Gr. 3 - 6 T66-T67, T164-T165, T254-T255) all provide activities for reading, writing, listening and speaking application of the academic language taught. (See response above under III.1.) |
| **IV.3.** Materials make it clear that student writing should be responsive to the needs of the audience and the particulars of the text in question. | Each extended writing task begins with an expert model and discussion of the features of that genre, followed by a planning lesson which guides students through a brief discussion of the purpose of writing and identification of the intended audience Gr. 3 - 6 T50-T53, T242-T245 |
| **IV.4.** Students are given extensive practice with short, focused research projects. | During each genre study, students conduct a short research project related to the essential question. Instruction begins in the first week of the genre study with a short mini-lesson on a specific study skill, then students work with a partner or collaborative group to complete the research and present their research project in the second week. Additional research project options are available through the online Inquiry Space activities. Grade 3 - 6: T5, T42-T42, T69, T140-T141, T167, T236-T237, T321-T322 |
### V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

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<tr>
<th>V.1. Materials provide systematic opportunities for students to read complex text with fluency.</th>
<th>Formal fluency lessons covering a scope and sequence of skills appear each week and conclude with opportunities for students to read complex text fluently. Additional systematic opportunities occur in weekly small-group instruction and with selected Reading Workstation Activity Cards. Week 6 of every unit features a high-motivation Reader’s Theater lesson with fluency activities that all students can participate in. Gr. 3 -6: T41, T49, T71, T78, T81, T87, T101, T304-T305</th>
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<td>V.2. Materials help teachers plan substantive academic discussions.</td>
<td>Teachers are provided with multiple opportunities to engage students in substantive academic discussions during each week. Beginning on the first day of each genre study with the Build Background activities, teachers lead students in discussions regarding the Essential Question and connecting ideas across all the texts that they read. Collaborate logos throughout both the teacher and student materials identify opportunities for substantive academic discussion. Gr. 3 Unit 5 pages T20-T21, T28, T30, T32, T34, T38, T43G, T43H, T43K, T44, T45D, T46; Gr. 4 Unit 1 pages T20-T21, T28, T30, T32, T34, T38, T43F, T43I, T44, T46; Gr. 5 Unit 1 pages T20-T21, T28, T30, T32, T34, T38, T43G, T43R, T44, T46</td>
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<td>V.3. Materials use multimedia and technology to deepen attention to evidence and texts.</td>
<td>Throughout the Teacher’s Edition, there are Digital Tools boxes which list (Print Version) or link (electronic version) to the digital components that can be used to enhance or extend classroom instruction and discussion. (Grades 3-6 T20, T22, T28) Additionally, every student text is available as an interactive eBook, allowing students to annotate texts and respond to prompts in a digital format.</td>
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<td>V.4. Materials embrace the most significant grammar and language conventions.</td>
<td>Explicit grammar instruction and practice for grade level language standards is provided in Wonders. Through daily lessons and activities, students develop understanding of the conventions of Standard English grammar, usage, and mechanics. After instruction and guided practice of a particular skill, students apply that skill in speaking activities as well as in their writing. Online grammar games are also included in ConnectED as an engaging way to practice grammar skills. Grammar is also addressed in the writing lessons. The focus of the grammar in this context is to show students how using the standard conventions of English make their writing more effective. The grammar handbook, available online at grades 2-6, serves as a valuable student reference tool to help them make their writing more effective. Gr. 3 -6 pages T58-T61, T39, T153</td>
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