<table>
<thead>
<tr>
<th>Key Criteria for Reading Foundations</th>
<th>Response to the Publishers’ Criteria</th>
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<tr>
<td>I. Key Criteria for Reading Foundations</td>
<td>The Teacher’s Edition provides support for Small Group differentiation following Whole Group instruction, with targeted Small Group lessons for Approaching Level students (structured for Tier 2 intervention), On-Level Students, Beyond-Level Students, and ELL students. Each group also works with a scaffolded Leveled Reader in comprehension lessons. [Examples: Grade K Unit 1 T78-T101; Grade 1 Unit 1 T64-T89; Grade 2 Unit 1 T64-T89]</td>
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<td>I.1. Materials allow for flexibility in meeting the needs of a wide range of students.</td>
<td>Regular Check for Success features guide teachers to appropriate small group lessons for remediation, reinforcement, or enrichment. [Examples: Grade K Unit 1 T31, T37, T41, T47, T51, T63, T71; Grade 1 Unit 1 T23, T27, T37, T39, T47, T53, T59; Grade 2 Unit 1 T39, T41, T47, T55, T83, T89, T97, T101, T103, T111, T117, T125, T129, T131] The program also includes leveled online practice, Leveled Workstation activities, and differentiated spelling lists. Point of use ELL instruction and Teach in Small Group options are provided throughout the instruction. Assessment data, along with performance on individual assignments, is summarized in the teacher’s Data Dashboard. The Data Dashboard offers specific instructional recommendations on individual skills and strategies in order to accelerate progress. Progress Monitoring and Summative Assessment pages provide additional guidance for reteaching based on assessment results.</td>
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<td>I.2. Materials include effective instruction for all aspects of foundational reading (including distributed practice).</td>
<td>Phonological Awareness and Phonic are taught daily in a systematic scope and sequence that moves from phoneme identification to isolation, blending, segmentation, additions, substitution, and deletion. Instruction uses a Model/Guided Practice/Practice approach. Each day begins with a quick review and moves though the week with an introduction to a targeted sound/spelling on Day 1, which is reinforced in the spelling lessons for that day. Days 2-5 review the sound/spelling, expanding instruction and practice to blending and building words in the daily phonics and spelling lessons, and applying it in decodable text. Each daily lesson includes Quick Checks for monitoring progress and diagnostic support. [Examples: Grade K Unit 1: T28-T29, T40-T41, T48-T51, T62-T63, T70-T71; Grade 1 Unit 1: T24-T25, T34-T35, T44-T45, T52-T53, T58-T59; Grade 2 Unit 1: T76-T131] Additional Tier 2 and Approaching-level reteaching lessons are provided in Small Group lessons. Practice pages for all foundational skills are available in the Practice Book. Additional independent leveled practice is also available in Workstation Activity Cards and interactive online games.</td>
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### I.3. Fluency is a particular focus of instructional materials.

Fluency is a particular focus of instructional materials. Wonders 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. [Examples: Grade K Unit 1: T27, T43, T53, T65, T73, T79, T84, T87, T91, T93, T101; Grade 1 Unit 1: T23, T29, T39, T47, T65, T69, T72, T75, T89; Grade 2 Unit 1: T46-T47, T54-T55, T82, T89, T97, T101, T110, T117, T125, T129, T133, T138, T141, T147, T161]

### I.4. Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction. Academic language in Wonders includes both general academic (Tier 2 words) as well as domain specific. Vocabulary instruction begins introducing academic language in the Introduce the Concept lesson with Oral Vocabulary words [Examples: Grade K Unit 1: T20, T34, T46, T56; Grade 1 Unit 1: T20, T32, T42; Grade 2 Unit 1: T26] and expands daily and is reinforced in the Literature Big Book and the Interactive Read Aloud.

Grade 2 also includes structured vocabulary instruction for key vocabulary from the Shared Read [Grade 2, Unit 1: T34]. The same vocabulary words will also be encountered in the Literature Anthology anchor text and the Leveled Readers. High-frequency words are addressed in the Word Work lessons.

Vocabulary words chosen across the grades always come from the literature that students are reading that week and appear in various contexts so that students receive multiple exposures to each word. The words are selected because they are important words for students' reading and writing. Specific choices were guided by the following resources: The Living Word Vocabulary list, Basic Reading Vocabularies by Albert Harris and Milton Jacobson, Words Worth Teaching by Andrew Biemiller, High-Incidence Academic Words by Avril Coxhead, Building Background Knowledge for Academic Achievement by Robert Marzano, and The Educator's Word Frequency Guide by Susan Zeno et al.

### I.5. Materials offer assessment opportunities that measure progress in the foundations of reading.

Materials offer assessment opportunities that measure progress in the foundations of reading. Foundational skills are tested weekly via Check for Success observations, Progress Monitoring Assessments, and in a Summative Test at the end of every unit of study. [Grade K Unit 1: T31, T37, T41, T47, T51, T63, T71, T102, T198, T294; Grade 1 Unit 1: T23, T27, T37, T39, T47, T53, T90, T174, T258, T342, T426, T462; Grade 2 Unit 1: T35, T37, T41, T47, T49, T55, T83, T89, T97, T101, T111, T117, T125, T129, T164, T320, T438, T478]

### II. Key Criteria for Text Selections

**II.1. Texts for each grade align with the requirements outlined in the standards.**

Texts were selected using both the qualitative measures (listed in Appendix A, p. 6) and quantitative measures, using multiple readability scales to verify grade-level appropriateness and phonics/high-frequency word scope and sequences, moving through the year from simple, to complex, to independent reading. A balance of fiction and nonfiction was taken into consideration, as well as texts where children could practice and apply building oral vocabulary, foundational skills, vocabulary, comprehension skills and strategies, and accessing complex text strategies.
### II.2. All students (including those who are behind) have extensive opportunities to encounter grade-level text.

The Teacher’s Edition contains scaffolded prompts for reading and rereading the Shared Read at the beginning of each week, as well as decodable readers at each grade level. Beginning at Grade 1, instruction to support the Anchor Text and Paired Read from the Literature Anthology is also provided, included Differentiated Reading and ELL supports. **[Grade K Unit 1 T42-T43, T52-T53, T64-T65, T72-T73, Grade 1 Unit 1: T28-T29, T38-T39, T69, T76 T47A-T47H; T51A-T51F; Grade 2 Unit 1 T28-T33, T36-T43, T49A-T49LT51A-T53, T82-T83, T89T96, T101, T110-T111, T117, T124, T129]**

The Teacher’s Edition also provides support for small group instruction following the Whole Group instruction. Each group also works with a scaffolded Leveled Reader and students are encouraged to “Level Up” as they demonstrate mastery. **[Grade K Unit 1 T78-T79, T86-T87, T92-T93, T100-T101; Grade 1 Unit 1: T64-T65, T74-T75, T78-T79, T88-T89; Grade 2 Unit 1 T132-T133, T140-T141, T146-T147, T160-T161]** Differentiated Genre Passages provide more opportunities for reading in the target genre beginning at Grade 2. **[Grade 2 Unit 1: T134-T135, T142-T143, T148-T149, T162-T163]** English Language Learners are provided additional support for accessing both the Shared Read and Anchor Text using the Interactive Question-Response Routine for analyzing text paragraph by paragraph. **[Grade 1 Unit 1: T84-T87; Grade 2 Unit 1: T152-T159]**

### II.3. Text selections are worth reading and re-reading.

Many of the selections are by award-winning authors and illustrators or established teacher and student favorites. Several of the selections are included in the CCSS Exemplar lists including:

- Poetry: Nikki Giovanni, “Covers”
- Read Aloud Poetry: John Langstaff, “Over in the Meadow”, My Garden, by Kevin Henkes, whose book Kitten’s First Full Moon is listed as an exemplar.

**Teacher and student favorites include:**

- **Grade K:** Peter’s Chair; Bear Snores On; How Do Dinosaurs Go to School?
- **Grade 1:** Cool Dog, School Dog; Interrupting Chicken; Click, Clack Moo: Cows that Type
- **Grade 2:** Wolf, Wolf; Mr. Putter and Tabby See the Stars; Not Norman

### II.4. Literacy programs shift the balance of texts and instructional time to include equal measures of literary and informational text.

In *Wonders*, 50% of the reading selections are Literature and 50% are Informational text. Extensive coverage of grade-level appropriate science and social studies topics are covered, including instruction on key text features associated with reading in that curriculum. Examples of science and social studies topics:

- **Grade K:** Conflict resolution (social studies); Sounds in the environment (science); Tools and how they are used (science); Communities (social studies); Environment (science)
- **Grade 1:** Rules (Social Studies); Physical environments (science); Basic needs of living things (science); Conflict resolution (social studies)
- **Grade 2:** Cultural differences and similarities (social studies); Living environment (science); Jobs that supply goods and services (social studies); Animals and their environments (science)
II.5. Additional materials aim to increase the regular independent reading of texts that appeal to students’ interests while developing both their knowledge base and joy in reading.

Each week’s Small Group lessons contain suggestions for independent reading self-selected reading [Grade K Unit 1: T85, T91, T95; Grade 1 Unit 1: T73, T77, T81; Grade 2 Unit 1: T139, T145, T151].

In addition, Extend Your Learning instruction includes explicit Choose Your Own Book lessons at Grades K and 1, and prompts for self-selected reading embedded in instruction at Grade 2 [Grade K Unit 2: T612; Grade 1 Unit 1: T455; Grade 2 Unit 1: T51, T207, T359]. Classroom library lessons and unit bibliographies with suggestions for additional independent reading are also available online.

III. Key Criteria for Questions and Tasks

III.1 Questions and tasks cultivate students’ abilities to ask and answer questions based on the text.

Prompts are provided to the student in the Reading/Writing Companion, requiring close reading and annotation as students read and reread and identify text evidence to support their thinking. At K and 1, students use the close reading routine as they listen to read-alouds as well. Additional prompts throughout the program are presented in the Teachers Edition so that the teacher can direct students back to the text to answer or ask questions. [Grade K Unit 1 T22-T27, T36-T39, T42-T43, T52-T53, T58-T61, T64-T65, T72-T73, T76; Grade 1 Unit 1 T28-T30, T39-T40, T43, T47A-T48, TT51A-T51F; Grade 2 Unit 1: T28-T33, T36-T45, T49A-T53].

III.2 Materials provide opportunities for students to build knowledge through close reading of specific texts (including read-alouds).

The selections in each week (Literature Big Book, Interactive Read Aloud, Reading/Writing Workshop, Leveled Readers, Your Turn leveled practice book passages, Time for Kids articles and independent reading) focus on a particular topic/essential question.

For example, Kindergarten Unit 2 Week 1 begins with an exploration of the essential question, “How do tools help us to explore?” The weekly rhyme “The Carpenter” introduces the idea of tools and begins the oral vocabulary around “Tools, We Use” (Unit 1-2 TE T318-T319). The Literature Big Book, *The Handiest Things in the World* includes the introduction of the concept of how we use our hands as tools. The Reading Writing Companion Shared Read “Pam Can See!” pp. 16-21, focuses on exploring. The Interactive Read Aloud expands the students’ knowledge base about tools with the fable “Timimoto” (Unit 1-2 TE p. T345) and the Literature Big Book informational paired piece “Discover with Tools” pp. 36-40. The Leveled Reader for that week expands the knowledge base introduced in the main selections.

Each week ends with Integrate Ideas (Unit 1-2 TE T374-T375) brings together all of the texts for the week while the student shares the body of knowledge they have gathered about the essential question through text comparisons, talking/analyzing reading, and research projects.
III.3 Scaffolds enable all students to experience rather than avoid the complexity of the text.

Each week has specific Access Complex Text (ACT) scaffolds for the teacher to employ to help students with specific aspects of the text that may make that selection challenging [Grade K Unit 1: T23, T119, T215; Grade 1 Unit 1: T22, T106, T190, T274, T358; Grade 2 T30, T49B, T49F, T49H, T49J, T51A]

Additional scaffolds specific to English Language Learners are provided throughout. Re-reading activities in the Reading/Writing Companion and Differentiated Reading suggestions in the Teacher’s Edition provide additional scaffolds for all students as they return to the text for specific purposes. [Grade K Unit 1: T36-T39T60, T64, Grade 1 Unit 1: T374-T375, T383A-T383D; Grade 2 Unit 1: T34-T41]
III.4. Reading strategies support comprehension of specific texts and the focus on building knowledge.

At the instructional heart of *Wonders* is the Reading/Writing Companion. Using the Reading/Writing Companion, students learn to take notes as they read or listen to short, complex texts, recording important details about the text, questions they may have, and unfamiliar words. As they reread, 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, as the teacher listens in to their conversations. 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 reread 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 (not included at K), a collection of rich, diverse, engaging anchor texts including a variety of genres and award-winning selections. All readings in the Reading/Writing Companion, Literature Big Book (grades K and 1) and the Literature Anthology (grades 2-6) are connected to the same Essential Question. As students read the texts, they build vocabulary, access complex text, and practice comprehension strategies. As they reread, 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.

Throughout the program there are specific teaching prompts for accessing complex text. These are designated by the ACT (Access Complex Text) logo in the Teacher’s Edition [*Grade K* Unit 1: T23, T119, T215; *Grade 1* Unit 1: T22, T106, T190, T 274, T358; *Grade 2* T30, T49B, T49F, T49H, T49J, T51A]}
### III.5. Reading passages are by design centrally located within materials.

*Wonders* supports close reading and analytical writing with daily opportunities for all students to interact with complex texts through reading and re-reading, writing to sources, presentations, and collaborative conversations. The Reading/Writing Companion is designed around providing complete short texts within this student edition, allowing students to annotate texts as they read and to return to those texts as they learn to apply specific reading strategies, understand genre characteristics, and identify text evidence.

The Reading/Writing Companion also provides a journal for recording students’ responses to the authentic anchor texts from the Literature Anthology or Literature Big Books, as well as writing in response to what they have read. Additional reading opportunities are provided in the Leveled Readers and Differentiated Genre Passages, which can be used during small group instruction to further extend student learning about the essential question, genre, topic, and reading strategies.

All selections are centrally located as reductions in the Teacher Editions with the surrounding materials focusing on suggested prompts for reading and rereading the selection, note taking, accessing complex text, and ELL support. Prompts are text dependent/text related and serve to help the students comprehend the selections.

### III.6. Materials offer assessment opportunities that genuinely measure progress.

The Progress Monitoring and Summative Assessment pages in the Teachers Edition list out the tested skills and how they are assessed. Tested skills cover phonemic awareness/phonics, high-frequency words, and comprehension. [Grade K Unit 1-2 T294-T295, T616-T617; Grade 1 Unit 1 T90-T91, T174-T175, T258-T259, T342-T343, T426-T427, T462-T463; Grade 2 Unit 1 T164-T165, T320-T321, T438-T439, T478-T479]

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.

### III.7. Writing opportunities for students are prominent and varied.

Every week contains a variety of writing tasks. The writing lessons at Grades K and 1 begin each week as Shared writing lessons [Grade K Unit 1: T32; Grade 1 Unit 1: T30], move to Interactive writing [Grade K Unit 1: T44, Grade 1 Unit 1: T40], and then to Independent writing [Grade K Unit 1: T54, T66, T74, Grade 1 Unit 1: T48, T54, T60]. Extended writing-process lessons are available at teacher’s discretion [Grade K Unit 1: T594-T603, Grade 1 Unit 1: T428-T437].

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 (Grade 2 Unit 1: T16-T17). 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.