**Introduction to PRIME**

WIDA developed PRIME as a tool to assist publishers and educators in analyzing their materials for the presence of key components of the WIDA Standards Framework. PRIME stands for Protocol for Review of Instructional Materials for ELLs.

The PRIME correlation process identifies how the components of the 2012 Amplification of the English Language Development Standards, Kindergarten through Grade 12, and the Spanish Language Development (SLD) Standards, Kindergarten through Grade 12 are represented in instructional materials. These materials may include core and supplemental texts, websites and software (e.g., apps, computer programs), and other ancillary materials. PRIME is not an evaluative tool that judges the effectiveness of published materials.

Those who complete WIDA PRIME Correlator Trainings receive PRIME Correlator Certification. This may be renewed annually. Contact WCEPS for pricing details at store@wceps.org or 877-272-5593.

**New in This Edition**

PRIME has been expanded to include

- Correlation to the WIDA Standards Framework
- Connections to English and Spanish Language Development Standards
- Relevance for both U.S. domestic and international audiences

**Primary Purposes**

- To assist educators in making informed decisions about selecting instructional materials for language education programs
- To inform publishers and correlators on the various components of the WIDA Standards Framework and of their applicability to the development of instructional materials

**Primary Audience**

- Publishers and correlators responsible for ensuring their instructional materials address language development as defined by the WIDA English and Spanish Language Development Standards
- District administrators, instructional coaches, and teacher educators responsible for selecting instructional materials inclusive of or targeted to language learners

At WIDA, we have a unique perspective on how to conceptualize and use language development standards. We welcome the opportunity to work with both publishers and educators. We hope that in using this inventory, publishers and educators will gain a keener insight into the facets involved in the language development of language learners, both in the U.S. and internationally, as they pertain to products.
Overview of the PRIME Process

PRIME has two parts. In Part 1, you complete an inventory of the materials being reviewed, including information about the publisher, the materials’ intended purpose, and the intended audience.

In Part 2, you answer a series of yes/no questions about the presence of the criteria in the materials. You also provide justification to support your “yes” responses. If additional explanations for “No” answers are relevant to readers’ understanding of the materials, you may also include that in your justification. Part 2 is divided into four steps which correspond to each of the four elements being inventoried; see the following table.

PRIME at a Glance

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PRIME Part 1: Provide Information about Materials

Provide information about each title being correlated.

Publication Title(s): McGraw-Hill Wonders © 2020

Publisher: McGraw-Hill Education


Tools of Instruction included in this review: McGraw-Hill Wonders Teacher’s Edition, Minilesson Resources, Small Group and Guided Reading Resources

Intended Teacher Audiences: Teachers of ELD and ELLs, Grades K–6

Intended Student Audiences: Grades K–6 ELD and ELLs

Language domains addressed in material: Reading, Writing, Listening, Speaking

Check which set of standards will be used in this correlation:

☐ WIDA Spanish Language Development Standards

✔ WIDA English Language Proficiency Standards

WIDA Language Development Standards addressed: (e.g. Language of Mathematics), Social and Instructional Language Standard 1, Language of Language Arts Standard 2, Language of Science Standard 4, Language of Social Studies Standard 5

WIDA Language Proficiency Levels included:
Activities employ strategic scaffolding methods to provide support to students at the Beginning, Intermediate, and Advanced/Advanced High proficiency levels.

Most Recently Published Edition or Website: © 2020

In the space below explain the focus or intended use of the materials:

McGraw-Hill Wonders centers on literature in a variety of genres. Genre-based exploration provides students with extra exposure to concepts in the fields of science and social studies. Instruction is arranged following a daily outline, guiding reading, speaking and listening, and writing about the selected text. Throughout, grammar, spelling, and handwriting are targeted and strengthened. Wonders integrates foundational skill instruction and provides differentiated support for English Language Learners of varied proficiency levels. Teachers can use the Data Dashboard to monitor proficiency and differentiate instruction for struggling readers, gifted and talented students, and for all English Language Learners. Wonders integrates social emotional learning to help students build the skills, knowledge, and attitudes necessary for success.
1. Asset-Based Philosophy

A. Representation of Student Assets and Contributions

The WIDA Standards Framework is grounded in an asset-based view of students and the resources and experiences they bring to the classroom, which is the basis for WIDA’s Can Do Philosophy.

1) **Are the student assets and contributions considered in the materials?**

   - Yes
   - No

2) **Are the student assets and contributions systematically considered throughout the materials?**

   - Yes
   - No

**Justification:** Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Student assets and contributions are considered in the *Wonders* materials. The Classroom Culture element helps create a positive classroom in which students’ individual assets and experiences are treated as unique and of equal importance to one another. See the following example from Grade 1 Unit 1, p. T7A:

   **CLASSROOM CULTURE**

   Unit Focus: We respect and value each other’s experiences.

   As children are getting to know one another and your classroom routines, explain that every person has a unique background and different experiences. Hearing about the range of experiences enriches everyone’s learning. Sharing ideas and listening respectfully are essential in your classroom. Build a learning environment where students routinely and successfully work with peers in pairs and in small groups; using academic vocabulary when speaking and writing and sharing their best work.
Each unit begins with the Introduce the Concept activity in which students are provided opportunities to connect their own experience to the unit’s Essential Question. Likewise, the Talk About It exercises routinely provide opportunities for students to discuss their background knowledge and apply prior learning to build new skills. See the following examples from Grade 5:

**Collaborative Conversations**

At the start of the school year, share these discussion guidelines with your students. Invite students to add their suggestions.

**Take Turns**
- Wait for the speaker to finish before you speak.
- Quietly raise your hand to let others know you would like to speak.
- Invite others to tell their opinions so that everyone has a chance to share.

**Listen Carefully**
- Attend to the speaker, listening for details that enable understanding.
- Speak concisely using respectful voice tones and word choices.
- Ask relevant questions to clarify your understanding.
- Repeat other students’ ideas to check your understanding.

**Add New Ideas**
- Stay on topic. Connect your ideas to what your peers have said.
- Provide evidence or reasons for your ideas.
- Connect your own experiences or prior knowledge to the conversation.

*(Grade 5 Start Smart, p. S5)*

**Take Notes**

Before students begin, have them think about the Essential Question and what they know about technology and its effects on users, and then set a purpose for reading. After students preview the title and subheads, have them write a question they have about the topic in the left column on page 58. As they read, students can list interesting words and key details.

*(Grade 5 Unit 1 Week 5, p. T218)*

**Ask**:

*What kind of encounter have you had with nature? If you were a naturalist, how would you describe what you learned from this encounter?*

Have students discuss in pairs or groups.
- Model using the graphic organizer to generate ideas related to an encounter with nature. Encourage students to contribute ideas.
- Have partners continue the discussion by sharing what they have learned from their encounters with nature. They can complete their organizers and generate additional information about what they learned.

*(Grade 5 Unit 1 Weeks 1 and 2, Talk About It, p. T20)*
The Text to Self component routinely provides opportunity for students to apply their personal experiences to the concepts at hand. See the following example:

**Text to Self**

Explain that a personal connection is when readers make a connection between what they read and their own personal experiences. Allow children to explore and express personal connections to one of the texts they have read in this unit. Have them describe their personal connections to a partner.

When all of the exercises on page 106 are done, have partners switch papers to get corroboration and reflect on their self-assessments.

(Grade 2 Unit 3 Week 6, p. T466)

The Habits of Learning component is another element of the *Wonders* program that facilitates making connections to individual student assets.

(Grade 5 Start Smart, p. S6)
2. Academic Language
WIDA believes that developing language entails much more than learning words. WIDA organizes academic language into three dimensions: discourse, sentence, and word/phrase dimensions situated in sociocultural contexts. Instructional material developers are encouraged to think of how the design of the materials can reflect academic language as multi-dimensional.

A. Discourse Dimension (e.g., amount, structure, density, organization, cohesion, variety of speech/written text)

1) Do the materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels?  

   Yes  
   No

2) Are the language features at the discourse dimension addressed systematically throughout the materials?  

   Yes  
   No
1) The instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Students answer questions about texts and respond to discussion prompts in each lesson of the *Wonders* Teacher’s Guide. The Introduce the Concept feature provides varied opportunities for students to discuss the concepts they will explore in the text selection. This feature includes the Talk About It and Collaborative Conversations activities. The feature supplies scaffolded prompts and instruction for Beginning, Intermediate, Advanced, and Advanced High ELLs. See the following examples from Grade 3 Unit 1 Weeks 1 and 2, pp. T20–T21:

<!-- Insert image or link to example -->

**Talk About It**

**Essential Question**

*How do people from different cultures contribute to a community?*

Display the online *Student Learning Goals* for this genre study. Read the key concept: Communities. Tell students that they will read narrative nonfiction texts that focus on communities. Explain that they will ask and answer questions about communities and use sequence words to talk about people in communities.

Read the Essential Question on *Reading/Writing Companion* page viii. Point out the illustration. Discuss with students the main ideas and details of the photograph of the children. Focus on how the children are sharing culture with their community.

- There are many different ways to share culture with a community. Some ways are sharing food, types of music and dance, and stories.
- When people in a community share their culture, they contribute to the community. Sharing culture helps people learn from each other.

**Ask:** *How can people contribute to communities by sharing culture? How does a community grow when people share their culture?* Have students discuss in pairs or groups.

- Model using the graphic organizer to generate words and phrases related to helping communities grow. Add students’ contributions.
- Have partners continue the discussion by sharing what they know about culture and communities. Then have them complete the graphic organizers, generating additional related words and phrases.
Collaborative Conversations

Take Turns Talking Help students understand that there are agreed-upon rules, norms, and protocols to use during discussions. For example, as they take turns talking, they should:

- wait for a person to finish before they speak and do not speak over others.
- quietly raise their hand to let others know they would like a turn to speak.
- ask others in the group to share their opinions so that all students have a chance to share.

English Language Learners SCAFFOLD

Use the following scaffolds with Ask.

**Beginning**
Point to the boys at the dance festival. Some cultures have special songs and dances. The community is learning about Native Americans. The boys are dancing. This is a way to share culture. Help students ask and answer questions about the photo and then add words and phrases about culture to the concept web.

**Intermediate**
Check understanding of culture and community. Ask: What are the boys doing to share culture? (dancing) What else do the boys share about Native American culture? The boys wear special clothes for dancing. Have students point out the other people in the picture. People in the community can learn about other cultures.

**Advanced/Advanced High**
Have partners discuss how cultures contribute to a community. Have them add their ideas to the concept web. Then ask students to discuss other ways people can share their culture. (parades, foods, holidays)
Students practice discourse in many areas of the *Wonders* materials in each week of instruction. Each unit opener outlines Speaking and Listening exercises in which students will participate. These activities are scaffolded to address the varied proficiency levels at each grade level. See the following from Grade 3 Unit 1 Weeks 1 and 2, p. T9:

**Speaking and Listening**
- Engage in collaborative conversations
- Paraphrase portions of “Faith Ringgold: Telling Stories Through Art”
- Present information about your community

2) As stated above, the McGraw-Hill *Wonders* instructional materials address language features at the discourse dimension in a consistent manner for all identified proficiency levels. Given the organization of the weekly instruction, the text components are laid out repetitively and consistently throughout the program. Materials for all ELLs are addressed systematically, allowing students time to master fundamental skills and build upon their knowledge with each successive week.

B. **Sentence Dimension (e.g., types, variety of grammatical structures, formulaic and idiomatic expressions; conventions)**

1) **Do the materials address language features at the sentence dimension for all of the identified proficiency levels?**  

   Yes   No

2) **Are the language features at the sentence dimension appropriate for the identified proficiency levels?**  

   Yes   No

3) **Are the language features at the sentence dimension addressed systematically throughout the materials?**  

   Yes   No
1) McGraw-Hill Wonders addresses language at the sentence dimension in a consistent manner for all identified proficiency levels. Activities offer language instruction to support and ensure access for all learners, integrating differentiated support for students at varied proficiency levels. Wonders provides students opportunities to engage in a variety of scaffolded sentence-focused exercises, whether studying construction of different sentence types, using sentence frames to complete simple declarative sentences, or connecting words and phrases to create complex sentences. See the following examples:

(Grade 3 Unit 1 Weeks 1 and 2, p. T60)
Write to the Prompt  Guide children as they begin their writing. Have them make a list of things Lissy might want to tell her paper friends and decide which things they want to write about.

- **Draft**  Have children write a response to the prompt. Remind them to begin their letters with a greeting. As children write their drafts, have them focus on the week’s skills, and include the weekly vocabulary words.

- **Varying Sentence Types**  Use statements, questions, and exclamations to make their writing interesting.

- **Pronouns**  Use the objective and subjective pronouns correctly.

**Grammar**

Tell children they will continue to work on their responses on Day 4.

(Grade 1 Unit 6 Week 4, p. T318)

**Personal Narrative**

**Revise**

**Sentence Fluency**

explain to students that writers use a variety of sentence types, such as statements, questions, and exclamations. Point out that they also vary the length of their sentences to combine or rearrange ideas. Writers may decide to add more supporting details to their story or delete ideas that do not strongly support their story’s topic. This makes their writing clearer and more interesting to read.

Review the following points for sentence fluency. Ask students to raise their hands if the answer is “yes.” Encourage volunteers to share examples from their drafts.

- Do you use a variety of sentences in your story?
- Do any of your sentences end with an exclamation point?
- Do you have some long and some short sentences?
- Are any of your sentences questions?
- Are there any sentences that are unclear or do not add important details to your story?

For an example of sentence fluency, read aloud the paragraph of Gary the Dreamer on page 18 of the Literature Anthology. Have students talk with a partner about how the author uses different sentences and ask them to record their thoughts on page 30 of their Reading/Writing Companion. (The author’s use of different kinds of sentences makes his personal narrative more interesting to read. For example, the long dash in the sentence “I was scared of math—poor me!” lets the author express his opinion in the sentence.)

**Revise**

Allow students time to review their drafts, focusing on sentence fluency. Remind students to vary the lengths of their sentences, to use different types of sentences, and to delete any unneeded or unclear sentences. Help students brainstorm other ideas to make writing clear and more interesting that would be helpful in this assignment.

(Grade 3 Unit 3 Weeks 3 and 4, p. T152)
2) The language features at the sentence dimension are appropriate for the identified proficiency levels. Activities offer differentiated language instruction to support and ensure access for all ELLs. Throughout the McGraw-Hill Wonders program, students engage in a variety of sentence-reading and sentence-building exercises, whether using sentence frames to complete simple declarative sentences or connecting words and phrases to create complex sentences. See the following examples:

(Grade 3 Unit 1 Weeks 3 and 4, p. T160)
3) As stated above, the language features at the sentence dimension are addressed systematically throughout the McGraw-Hill *Wonders* program. Activities offer differentiated language instruction to support and ensure access for all ELLs. Throughout the program, students engage in a variety of sentence-reading and sentence-building exercises, gaining and building upon knowledge in each successive lesson and grade level.

**C. Word/Phrase Dimension (multiple meanings of words, general, specific, and technical language)**

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<td><strong>1)</strong></td>
<td>Do the materials address language features at the word/phrase dimension in a consistent manner for all identified proficiency levels?</td>
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<tr>
<td><strong>2)</strong></td>
<td>Are words, expressions, and phrases represented in context?</td>
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<tr>
<td><strong>3)</strong></td>
<td>Is the general, specific, and technical language appropriate for the targeted proficiency levels?</td>
</tr>
<tr>
<td><strong>4)</strong></td>
<td>Is the general, specific, and technical language systematically presented throughout the materials?</td>
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**Justification:** Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) McGraw-Hill *Wonders* addresses language features at the word/phrase dimension in a consistent manner for all proficiency levels. The text provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. Differentiated instruction in each English Language Learners activity provides scaffolded support for students of varied proficiency levels. The *Wonders* program provides opportunities to explore words and phrases throughout the text and include the Oral Language, Word Work, Language Development, and High-Frequency Words components. See the following examples:
Share the “Mission: Juno” Blast assignment with students. Point out that you will discuss their responses about why space exploration is important in the Integrate Ideas lesson at the end of this two-week genre study.

**English Language Learners (Scaffold)**

Use the following scaffolds with Ask to have students share with others the goals they have.

**Beginning**

Review the definition of a goal with students. A goal is something we want to do. Point to the picture of Kayla. Kayla had a goal to run fast and win a race. Ask students leading questions about sports they enjoy. Do you have a goal to run fast? swim fast? jump rope? Guide students to share their goals with a partner using the following sentence frame: My goal is to ___.

**Intermediate**

Have students describe the picture. What did Kayla want to do? What was her goal? Have students share ideas about what people do to reach their goals, such as practice. Have partners describe what they do to reach a goal using: To reach a goal, I ___.

**Advanced/Advanced High**

Have students share their ideas about what people do to reach their goals and why goals are important. What helps you focus on your goal? Have partners discuss what helps them to achieve their goals.

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**English Language Learners (Scaffold)**

Use the following scaffolds with Guided Practice.

**Beginning**

Have students identify lunar on page 103 as you read the sentence aloud. Write the word lunar on the board. (cognate: lunar) Point out the similarity between the word in English and Spanish. Many words in English and Spanish are alike because they have Greek and Latin roots. In Latin, luna means Moon. How does that help you figure out the meaning of lunar? The word lunar must mean relating to the Moon.

**Intermediate**

Explain that many words in English come from the Greek and Latin languages. Have partners identify the Greek root astro in the word astronomy. Then have students look up astro and astronomy in a dictionary. Have students complete the sentence frames: Astro means ___ astron. Astronomy is the study of stars. Then have them work together to define luna and lunar.

**Advanced/Advanced High**

Have students use context clues to find the meaning of lunar. Then have partners look up lunar to confirm its meaning and search for the Latin origin of the word. (Latin: luna meaning Moon) Ask them to underline the root word in lunar. Have partners work together to identify and define the root in the word astronauts.
High-Frequency Words

**Guided Practice**
Say each high-frequency word: be, come, good, and pull. Have children Read/Spell/Write it. As children spell each word with you, point out the irregularities in sound-spellings, such as the /u/ sound spelled oo in good and u in pull.
Display the print or digital Visual Vocabulary Cards to review this week’s high-frequency words.

**Practice**
Repeat the activity with last week’s words. Children can practice reading the high-frequency words independently using the online activity.

**Build Fluency: Word Automaticity**
Have children read the following sentences together at the same pace. Repeat several times.
We will be good at school.
Come quick!
I can pull the flag up.

**Word Bank**
Review the current and previous words in the word bank. Discuss with children which words should be removed, or added back, from previous high-frequency word lists. Remind children that the word bank should change as the class needs it to.

(Grade 1 Unit 1 Week 3, p. T215)

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High-Frequency Words

**jump, move, run, two**

**Review**
Display Visual Vocabulary Cards for the high-frequency words jump, move, run, two. Have children Read/Spell/Write each word. Have children write a sentence with each word.

If children need assistance reading high-frequency words, they can practice reading independently using the Take-Home Story in the Practice Book on pages 79-80 or use online resources.

(Grade 1 Unit 1 Week 5, p. T395)
2) Words, expressions, and phrases are addressed in context. As stated above, the text provides both written and oral activities for ELLs to learn, practice, and integrate new vocabulary skills at the word/phrase dimension. Differentiated instruction activities in each lesson provide scaffolded instruction and support for students of varied proficiency levels. Students are given opportunities to explore words and phrases in a variety of contexts, including their use in the text at hand. They may use context as a clue to the meaning of a word or phrase, to explore appropriate uses of new vocabulary or figurative language, or to complete sentence frames using new vocabulary words. Focus words are highlighted in reading selections. Teachers use prompts to engage students with the words and are provided scaffolding for ELLs of varied proficiency levels. See the following examples:

(Grade 2 Unit 1 Week 5, p. T339)
Words in Context

Use the routines on the Visual Vocabulary Cards to introduce each word.

When you check something, you look at it closely to make sure it is right.
Cognate: checar

When you choose, you decide on one thing rather than another.
Your chores are small jobs that you do around the house.

The cost of something is how much you have to pay for it.

Customers are people who buy something from a store or company.
Jobs are the work that people do to earn money.
When you spend, you use money to buy or pay for something.
Tools are equipment used to make or repair things.

(Grade 2 Unit 1 Week 5, p. T342)

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English Language Learners SCAFFOLD

Use the following scaffolds with Guided Practice to have students use the words in context.

Beginning
Point to the word dentist and review the meaning of the Latin root dent, meaning “tooth.” Explain that dentist describes a person with a specific job. Ask: What kind of work does a dentist do? Help students respond using I know the Latin root dent means teeth. A dentist takes care of teeth. Repeat with inspect.

Intermediate
Have partners read lines 9-10 of the third paragraph on page 102 and find the word inspect. Have them review the meaning of Latin root spect and use the words “air and water for pollution” for additional clues to figure out the meaning of inspect. Have partners respond using I know the Latin root spect means ..., so the word ___ means ___. Repeat with report and dentist.

Advanced/Advanced High
Have partners read the last three lines of the second paragraph on page 101 and find the word report. Explain that they can also use context clues in addition to the Latin root to figure out the meaning. Share information to someone! Have them describe the meaning of report. Repeat with dentist and inspect.

(Grade 4 Unit 4 Weeks 1 and 2, p. T29)
3) The general, specific, and technical language is appropriate for the targeted proficiency levels. Each McGraw-Hill Wonders lesson provides activities that focus on elements of vocabulary and word study and is differentiated to reach learners of varied skill levels. McGraw-Hill Wonders systematically provides opportunities for students to master skills and build upon their knowledge in successive lessons and activities. See the following examples:

![English Language Learners SCAFFOLD](image)

*(Grade 4 Unit 4 Weeks 1 and 2, p. T33)*

![English Language Learners “A World Without Rules”](image)

*(Grade 4 Unit 4 Weeks 1 and 2, p. T92)*
4) The general, specific, and technical language is systematically presented throughout the materials. As stated above, each McGraw-Hill Wonders lesson provides activities that focus on elements of vocabulary and word study and are differentiated to reach learners of different skill levels. Day 1 of each weekly lesson features the Words in Context activity. The program also includes the regular Oral Language, Word Work, Language Development, and High-Frequency Words components. See the following Shared Read Vocabulary Strategy activities from Grade 4 Unit 4 Weeks 3 and 4, pp. T126–T127:
**English Language Learners SCAFFOLD**

Use the following scaffolds with Guided Practice to have students use context clues to help figure out synonyms.

**Beginning**
Review synonyms with students. Read the fourth sentence on page 133 with them. Explain that foresee means “to look into the future.” Ask: Do you know a synonym of foresee? Help students ask using: Is the word ___ a synonym? Guide them to predict. Ask: Is predict a synonym of foresee? Help them respond using: The word predict is a synonym. Predict means to tell about the future.

**Intermediate**
Review with students using context clues to look for synonyms. Read the first paragraph on page 133 with them and define foresee. Ask: Do you know a synonym of foresee? Have students ask about or name words they know and help them define predict. Then have partners describe, using: The word predict is a synonym of foresee because both mean to look into the future. Repeat for installed.

**Advanced/Advanced High**
Review how to use context clues to look for synonyms. Discuss the meaning of foresee with them. Have partners identify the synonym and explain the context clues they used. Repeat for installed.
3. Performance Definitions
The WIDA Performance Definitions define the WIDA levels of language proficiency in terms of the three dimensions of academic language described above (discourse, sentence, word/phrase) and across six levels of language development.

A. Representation of Levels of Language Proficiency

1) Do the materials differentiate between the language proficiency levels?  
   - Yes  
   - No  

2) Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?  
   - Yes  
   - No  

3) Is differentiation of language systematically addressed throughout the materials?  
   - Yes  
   - No  

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) McGraw-Hill Wonders materials differentiate between language proficiency levels. Differentiation is present throughout the program and targets language supports primarily in the scaffolded English Language Learners prompts. These activities employ strategic scaffolding methods to provide support to students at the Beginning, Intermediate, and Advanced/Advanced High proficiency levels. See the following examples:

   - **Begining**
     - Act out the word clumpy by bumping into or dropping something. Then point to the words clumpy and awkward on page 40. Tell students that awkward and clumpy have a similar meaning. Which words have the same or similar meaning, we say they are synonyms. Do you think Anansi is a good swimmer? Why? What two words are used to describe Anansi? Provide sentence frames for support. Anansi is an **awkward** and **clumsy** swimmer.

   - **Intermediate**
     - Have a volunteer model the meaning of clumpy on page 40. Which other word in the same sentence has almost the same meaning? (awkward) Then have students find the word wonderful in paragraph 4. Help them tell what wonderful means by using a synonym. If you weren’t sure how to use the word wonderful, what synonym could you use to describe the berries instead? (very good, fine, tasty)

   - **Advanced/Advanced High**
     - Have students identify awkward and clumpy on page 40 and explain why they are synonyms. Have them use the words in sentences that demonstrate the words’ meanings.

   (Grade 3 Unit 3 Weeks 3 and 4, p. T131)
Grammar in Context: Text Deconstruction
Write this sentence from page 21p on the board: Daintily, she sat down and crossed her legs, and crossed her legs, and crossed her legs. Model deconstructing this sentence for better comprehension:

- **Who is the subject of this sentence? (she/Martina)** What is she doing? (sitting and crossing her legs) Model sitting and crossing your legs.
- **What are the verbs in this sentence? (sat, crossed)** Circle the words sat and crossed.
- **Underline sat. Is sat in the present or past tense? (past)** What is the present tense of sat? (sit)
- **Underline the -ed in crossed. What does the -ed tell us about the verb crossed? (That Martina did this action in the past.)** What is the present tense of crossed? (cross)
- **Work with students to explain why Martina crossed her legs three times. (Martina is a bug with six legs. This means she crossed them three times.)**

**Independent Time**
**Vocabulary Building** Invite students to create a synonym matching game. Have one student pick a vocabulary word, such as splendid. Have this student direct his or her partner to find a synonym for this word. (fantastic, wonderful) Have students say and write the original word and its synonym on two different index cards. Have students do this activity with the remaining vocabulary words. Students will use their cards to play a synonym matching game. After a student chooses a vocabulary card, he or she must find the card with the matching synonym and say the words aloud.

**Beginning/Early Intermediate** Allow students to reread the definition of each vocabulary word before finding a synonym.

**Intermediate/Advanced/Advanced High** Allow partners to play the game using some of their self-selected words or content-area words.

**Make Connections** Help students connect to the Essential Question. Have partners use the leveled online Oral Language Sentence Frames for “Asking and Answering Questions” to discuss animal characters. Then ask students to think of an original animal character. What unique feature does this animal character have that might be part of a story?

**Beginning/Intermediate** Guide students by providing sentence frames and helping them list their ideas for how their character uses its special feature. My character is a cat that has a very long tail. The cat uses its tail to reach food that is on the table.

**Advanced/Advanced High** Encourage students to expand their scenarios by including some dialogue for their animal characters.

(Grade 3 Unit 3 Weeks 3 and 4, p. T201)
2) Differentiation of language proficiency is developmentally and linguistically appropriate for the designated language levels. As stated above, differentiation is present throughout the program and targets language supports primarily in the scaffolded English Language Learners prompts. These activities present themselves at several points throughout each part of the Scaffolded Shared Read and allow teachers to employ strategic methods to provide support to students at the Beginning, Intermediate, and Advanced/Advanced High proficiency levels. See the following scaffolded exercises:

(Grade 3 Unit 3 Weeks 3 and 4, p. T133)
Differentiation of language is systematically addressed throughout the McGraw-Hill Wonders program. The materials provide both written and oral activities for ELLs to learn, practice, and integrate new language skills. As illustrated above, differentiation is present throughout the program, as the scaffolded English Language Learners prompts present themselves regularly throughout each part of the Scaffolded Shared Read. See the following Small Group Differentiated Instruction lesson from Grade 2 Unit 3 Weeks 1 and 2, pp. T152–T153:
English Language Learners
“Lighting Lives”

Plan Your ELL Small Group Instruction for the Shared Read

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced/Advanced High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare to Read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Build Background</td>
<td>Turn on the lights and then turn them off. Talk about how houses and buildings need electricity in order to have lighting. Have children brainstorm things that work with electricity and produce lighting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Explain that the expression light up one’s life means to make someone’s life better. Invite children to suggest some examples, such as how children can light up their parents’ lives or a beloved pet can light up a person’s life. Use the Visual Vocabulary Cards to review the vocabulary: across, borrow, countryside, ideas, insists, lonely, solution, villages. Then use the online Visual Vocabulary Cards to teach ELL Vocabulary from the Shared Read: company, demands, electricity, heat, provided, realized (Cognates: electricidad, realización)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set Purpose</td>
<td>Today we will read “Lighting Lives” and focus on understanding the language in the text. As we read, think about the Essential Question: How can people help out their community?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interactive Question-Response Routine

After each paragraph, ask questions that help children understand the meaning of the text. Explain difficult or unfamiliar concepts and words. Provide sentence stems for Intermediate children. Have Advanced/Advanced High children retell the information. Reinforce the meaning of new vocabulary. Ask children questions that require them to use the vocabulary. Reinforce weekly strategies and skills through modeling and questions. Use the images and captions to aid children’s comprehension.

Page 3

When Debby was younger, did she have electricity at home? (no)
What did she use for light? (a candle)

Intermediate Complete the frames using the verb “have”: Debby’s old home did not have electricity. Her new home had electricity.
Advanced/Advanced High  Work with a partner. Ask and answer questions about Debby's home before and after she was ten.

Where does solar power come from? (the sun) What does solar power turn sunlight into? (electricity) How does Debby feel about solar power? (excited) What does Debby like to do? (Debby likes to solve problems.)

Intermediate  Turn to a partner and explain how solar panels work. Use these sentence frames: Solar panels are put on the roof. They collect sunlight and turn it into electricity.

Advanced  How do you think solar panels work? (Solar panels collect energy from the sun) Why are solar panels on the rooftops of houses? (They are on the rooftops because that is where the sun shines directly.)

Advanced High  What was Debby's idea? (to work for a solar panel company) Why did her idea make her feel excited? (Because Debby wanted to help people, especially people who had no electricity.) What kind of person is Debby? (Debby is kind/ a problem solver)

Page 5

Intermediate  Have children point to the word bank. Explain that a bank is a place where people put their money to keep it safe. Then have them find the word borrow. Model what it means to borrow by borrowing a pencil from a child and then giving it back.

Advanced  Why does the author say it's good news that the sun's power is free? Use this sentence frame: People save money when they don't have to pay for electricity.

Advanced High  When you borrow something from someone, what do you have to do later? (Pay it back.) What does Debby help people borrow? (money from banks)

Page 6

Where does Debby travel? (in Arizona and New Mexico, in the countryside) Point to Arizona and New Mexico on a map.

Intermediate  Tell children that when you "believe deeply" in something, that thing is very important to you. What is very important to Debby? (her work) Have children circle the word insist. If I insist on something, do I ask for something only once and give up, or do I keep asking? (You keep asking.)

Page 7

How does Debby feel sometimes? (lonely) When you feel lonely, are you happy or sad? (sad) But then, what does Debby think about? (how exciting it is for people to have electricity) How do you think this makes her feel? (excited)

Intermediate  Point to the words that tell what families with electricity can do: (heat their homes; turn on a light) Flip the classroom light switch and ask: How am I using electricity now? I am using electricity to turn on the light.

Advanced/Advanced High  Tell your partner what Debby means when she says she is "lighting up people's lives." Debby makes people's lives better by helping them get electricity and light.

Now that we have finished the text, look back at page 3. Think about Author's Purpose. Why do you think the author described Debby's childhood home? Discuss with a partner. (Possible: Debby grew up without electricity. She knows it's hard. That's why she wants to help people.)
B. Representation of Language Domains

WIDA defines language through expressive (speaking and writing) and receptive (reading and listening) domains situated in various sociocultural contexts.

1) **Are the language domains (listening, speaking, reading, and writing) targeted in the materials?**

2) **Are the targeted language domains presented within the context of language proficiency levels?**

3) **Are the targeted language domains systematically integrated throughout the materials?**

*Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.*

1) The four language domains are targeted in the McGraw-Hill *Wonders* materials. At each grade level of the program, students are provided opportunities to practice listening, speaking, reading, and writing skills. In the Scaffolded Shared Read and Leveled Readers, students read a variety of texts in numerous genres. Students also engage in Independent Reading using the Self-Selected Trade Book library.

   Before, during, and after reading the selections, individuals and small groups engage in writing exercises, including notetaking and written responses to prompts based on the text. They also independently plan and draft written products in wide variety activities. See the following writing component examples:
Write a Book Report

**Explain** Tell children that a book report is a way to summarize the most important information in a book or story and help others decide whether or not they would like to read it. Review the bulleted list of things that a good book report includes, clarifying as needed.

**Guided Practice** Help children find an example of a print or online book report. Guide partners to work together to fill out the information from the book report on *Reading/Writing Companion* page 103.

**Apply** Give children time to choose a folktale, guiding them to choose one at an appropriate level. Make sure children’s reports name the characters, retell the important events, give an opinion about the book that is supported with reasons and examples, and conclude with a final sentence about the folktale. Remind children to use transition words such as *because*, *as a result*, and *for these reasons* to connect the opinion of the book to the reasons for their opinions. Provide art supplies so that children can draw an event or character from the folktale. Have children share their reports with a partner or the class.

(Grade 5 Unit 1 Week 6, p. T455)

Inquiry Space

Students also have the option of working on a longer research project. Inquiry Space is an engaging digitally-delivered program that provides students practice and instruction in integrating and applying reading, writing, speaking, and listening skills to build and share knowledge about a science or social studies topic. Inquiry Space will have students produce three different forms of writing as part of their presentations.

- Informative
- Opinion
- Narrative

Each six-week project is made up of six levels that step out the research, writing, and presenting process. Scaffolding of research skills is provided in weekly lessons that correspond to each level.

**Digital Tools** Further support is provided by a student-facing Resource Toolkit that includes animations, videos, and slide presentations.

(Grade 5 Unit 1 Smart Start, p. S21)
The Writing Process feature provides daily instruction in planning and drafting a variety of written products. Students focus on a different step of the writing process each day. See the following example from Grade 2 Unit 3 Weeks 1 and 2, pp. T58–T59:

**Personal Narrative**

**Plan: Choose Your Topic**

**Brainstorm**

Point out that a personal narrative is about a real event, but it should also be entertaining and help the reader make connections with the narrator. Children will need to think about developing their narratives with specific and relevant details that help readers picture the event and connect with the narrator's feelings about it.

Have children list or draw ideas for their narratives in the box on Reading/Writing Companion page 27. Encourage them to choose an experience that was important to them and that they felt strongly about. To get them started, ask: *What did you do? Who did you help?*

Review the Quick Tip box. Help children to use specific words to express how they felt about their actions.

**Writing Prompt**

Children should use the events and feelings they brainstormed to write a personal narrative about a time when they helped others. Have children record a time they helped and their feelings about it on Reading/Writing Companion page 28.

**Purpose and Audience**

Tell children to look over their brainstorming pictures and notes and talk with a partner about the important experience they want to describe. Have them ask and answer questions about the experience. Remind children that they can add or change details based on their discussions.

Review the Quick Tip box, and explain that authors often write personal narratives to share their thoughts and feelings about an important event in their lives. Also explain that authors give specific details about the people, places, and events to help readers better understand the experience. Point out that the author of “Landing on Your Feet” explained how she felt about her dad and why it was important to help him.

**Plan**

Have partners explain why they chose the specific experience they will describe. Then challenge children to expand on their reasons for choosing their experiences. Ask: *What was important or special about this experience? What will your audience learn about you as they read your narrative?*

Have children preview the rubric on page 35 to help them understand what is expected of them for this assignment.
English Language Learners **SCAFFOLD**

**Beginning**
Help children generate words and phrases to create labels and simple captions for their pictures. Help them share information by pointing to a picture and completing the sentence starters: I helped the garden. I helped by cleaning up trash. I felt good.

**Intermediate**
After children draw pictures, ask guiding questions to help them share information about why and how they helped. For example, ask: Who did you help? How did you help that person? What happened after you helped? Encourage them to use their details from their responses in the captions for their drawings.

**Advanced/Advanced High**
Encourage children to brainstorm specific details about the events in their narratives and their feelings about them. Ask: Which details tell what happened? Which details will entertain the reader? Can you explain why you helped?
Students participate in speaking and listening activities throughout the program, including collaborative discussions, retelling and summarizing, oral presentations, and more. Each Shared Reading selection is preceded by the Introduce the Concept activities, including the Talk About It feature, in which students answer questions and respond to prompts based on the Essential Question. See the following examples of speaking and listening activities from the *Wonders* program:

**Speaking**

Explain to children that when orally giving a formal presentation to a large audience, such as the whole class, they should remember these strategies:

- Rehearse the presentation in front of a friend and ask for feedback.
- Speak clearly, and with appropriate speaking rate, volume, enunciation, and conventions of language.
- Emphasize points so that the audience can follow important ideas.
- Make appropriate eye contact with people in the audience.
- Use hand gestures naturally when appropriate.

Remind children to time themselves during practice sessions to allow enough time for questions from the audience following the presentation.

(Grade 2 Unit 3 Week 6, p. T468)

**Listening**

Remind children that an effective listener

- listens for facts and key ideas about the topic
- stays focused on the speaker's presentation and ignores distractions
- listens without interruption but is prepared to ask questions and provide constructive feedback after the presentation is finished
- listens carefully to evaluate the speaker's point of view
- articulates thoughts clearly and builds upon the ideas of others

After the presentation, guide a discussion, asking some children to paraphrase or summarize the key ideas.

(Grade 2 Unit 3 Week 6, p. T469)
Talk About It

Essential Question
How can people help out their community?

Display the online Student Learning Goals for this genre study. Read the key concept: Ways People Help. Tell children that they will read narrative nonfiction texts that tell about how people help their communities.

Read the Essential Question on Reading/Writing Companion page vi. Point to the photograph. Ask children to tell what they think is happening. Ask partners to use clues in the photograph to figure out how these children are helping out in their community.

• Explain that the garden in the photograph was once an empty lot filled with trash. This was a problem for the community. Then neighbors came up with an idea. They thought of a solution to the problem. They cleaned up the lot and planted a garden.

Ask: What are some ways you could help out in the community?
Think of a community problem. What are some ideas you have for a solution to the problem? Have children discuss in pairs or groups.

Model how to use the graphic organizer to generate words associated with helping out in the community. Have children add their ideas to complete the graphic organizer.

Have small groups develop ideas by discussing ways in which people can help out in the community. Ask groups to use as many words from the organizer as possible in their discussion.

Collaborative Conversations

Add New Ideas As children engage in partner, small-group, and whole-group discussions, encourage them to
• stay on topic.
• build on the ideas of others.
• connect their personal experiences to the conversation.

(Grade 2 Unit 3 Weeks 1 and 2, p. T24)
2) McGraw-Hill Wonders differentiates instruction in the four domains based on language proficiency levels. The text uses strategic scaffolding methods to provide differentiated instruction for English Language Learners at the Beginning, Intermediate, and Advanced/Advanced High proficiency levels. The Shared Read activities include Differentiated Reading prompts, as well scaffolded English Language Learner supports to aid students not only in reading comprehension, but also in writing, speaking, and listening. See the following examples:

(From product overview)
**DIFFERENTIATED READING**

**Approaching Level** Model how to take notes. After reading, guide the group to complete the Read prompts.

**On Level** Have partners do the Read prompts before you meet.

**Beyond Level** Have partners discuss the Read prompts. Ask: *How does the author make Maria seem like a real person?*

**English Language Learners** Preteach the vocabulary. Have Beginning/Early-Intermediate ELLs listen to the selection summary, available in multiple languages, and use the Scaffolded Shared Read. See also Small Group pages.

(Grade 2 Unit 1 Weeks 1 and 2, p. T28)

**English Language Learners**

Use the following scaffolds with Guided Practice to help children figure out the meaning of words with inflectional endings.

**Beginning**
Point to the word wearing. What is the root word? The root word is *wear*. What is the ending of the word *wearing*? The ending is *-ing*. What do you know about the ending *-ing*? It can mean something is happening now. Point to your clothes and model the word. Today, I’m wearing pants/a dress/a skirt. Have children use the word to tell what they are wearing today.

**Intermediate**
Have children point to the word *wearing* on page 6. Guide them to identify the ending and the root word. Discuss how the *-ing* ending can mean something is happening now. What are the children wearing? The children are wearing costumes. Have partners take turns to ask and answer questions about what they are wearing.

**Advanced/Advanced High**
Have children identify the root word and ending in *wearing*. Ask: What are the children wearing on page 6? The children are wearing costumes. Have children describe what they are wearing. Encourage them to use time words such as *now* or *today*, and adjectives to describe their clothes. (Sample answer: Today, I’m wearing a blue skirt.)

(Grade 2 Unit 1 Weeks 1 and 2, p. T35)
Help children identify story sections by labeling each chunk of text: Beginning, Middle, and End. Then use these scaffolds with Guided Practice to help children retell how Maria’s feelings change.

**Beginning**

*In the beginning, Maria doesn’t want to practice. Where does she want to go? (Ana’s house). What happens in the middle? Have children echo read Page 6, Paragraph 1. Maria decides to go to practice. What happens in the end? Maria feels happy to be in the parade.*

**Intermediate**

Have partners identify key events and details in the story. For example: In the middle, Maria decides to go to practice. I know this because page 6 says, *I’ll go to practice.* At the end, Maria is happy to be in the parade. I know this because page 7 says, *Maria is excited to be in the parade.*

**Advanced/Advanced High**

Provide guiding questions to help partners retell events in their own words. For example: Beginning: Why does Pai say the parade is important? Middle: Why does Maria change her mind? End: Why does Maria smile from ear to ear?

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**English Language Learners SCAFFOLD**

Use these scaffolds with Write About the Anchor Text, Share.

**Beginning**

If children are not ready to read their writing in front of the entire class, let them display the pictures they drew of Nat instead. Provide a sentence frame for children to present their pictures: I drew a picture of Nat smiling. Provide support as children answer questions about their pictures.

**Intermediate**

If you were able to record children’s presentations, provide children question and answer sentence frames to help them self-evaluate: Did I speak slowly and clearly? I spoke slowly but not clearly. Did I speak loudly or quietly? I spoke quietly.

**Advanced/Advanced High**

Have children self-evaluate their presentations by answering the questions above. After they complete their evaluations, have them set a goal for their next presentation such as I will speak more loudly.
In addition, the Leveled Readers are accompanied by Differentiated Instruction components focused on ELLs at different reading levels. Students at varied levels (Approaching Level, On Level, Beyond Level) receive support in reading, writing, speaking, and listening as related to the leveled selections. They also receive focused Tier 2 instruction in vocabulary, fluency, and reading comprehension. See the following examples from Grade 2 Unit 3 Weeks 1 and 2, pp. T136–T147:
3) The targeted language domains are systematically integrated throughout the materials in the McGraw-Hill Wonders program. As stated above, students are provided opportunities to practice listening, speaking, reading, and writing skills in every lesson. The materials are organized to target the four language domains and scaffold instruction for students of varied proficiency levels. As students progress throughout each module, they learn and review skills and systematically build a broader skill set based upon what they have already learned. This progressive model continues throughout subsequent grade levels.

4. The Strands of Model Performance Indicators and the Standards Matrices
The Strands of Model Performance Indicators (MPIs) provide sample representations of how language is processed or produced within particular disciplines and learning contexts. WIDA has five language development standards representing language in the following areas: Social and Instructional Language, The Language of Language Arts, The Language of Mathematics, The Language of Science, The Language of Social Studies as well as complementary strands including The Language of Music and Performing Arts, The Language of Humanities, The Language of Visual Arts.

The Standards Matrices are organized by standard, grade level, and domain (Listening, Speaking, Reading, and Writing). The standards matrices make an explicit connection to state academic content standards and include an example for language use. Each MPI includes a uniform cognitive function (adopted from Bloom's taxonomy) which represents how educators can maintain the cognitive demand of an activity while differentiating for language. Each MPI provides examples of what students can reasonably be expected to do with language using various supports.
A. Connection to State Content Standards and WIDA Language Development Standards

1) **Do the materials connect the language development standards to the state academic content standards?**
   - Yes  No

2) **Are the academic content standards systematically represented throughout the materials?**
   - Yes  No

3) **Are social and instructional language and one or more of the remaining WIDA Standards present in the materials?**
   - Yes  No

**Justification:** Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The materials connect the language development standards to state academic content standards. Each unit addresses grade-level content related to science, social studies, or language arts/literature concepts. For example, the Grade 1 unit topics include themes such as *Getting to Know Us*, *Our Community*, *Changes Over Time*, *Animals Everywhere*, *Figure It Out*, and *Together We Can!* The theme *Changes Over Time* deals with science concepts such as measuring time, plants and their growth, and food resources (where food comes from). This unit also deals with the social studies concept of how life was different long ago compared to now, as well as the literature concept of folktales. Another unit at Grade 1, *Together We Can!,* deals with social studies topics such as holidays, traditions, and people in our communities. The science topic of weather is also discussed in this unit. At Grade K, themes include *Take a New Step, Let’s Explore, Going Places, Around the Neighborhood, Wonders of Nature, Weather for All Seasons, The Animal Kingdom, From Here to There, How Things Change,* and *Thinking Outside the Box.* The unit *Going Places* grapples with social studies topics about rules in our community, places in our neighborhood, and the sounds that we hear around us. *The Animal Kingdom* deals with the science concepts surrounding animals’ likenesses and differences as well as their environments. The social studies concept of caring for a pet is also covered in this unit. The text selections for all of these units offer content connections that are accessible to students.

2) The academic content standards are systematically represented throughout the materials. Each unit in the Teacher’s Edition, as well as the corresponding *My Language Book* Student Books, commences with a unit opener that discusses ‘The Big Idea’, a statement or question related to the unit topic (p. 1 in the TE, for example). Students discuss a visual related to the statements using leveled sentence starters. Weekly lessons expand on the unit theme with the appropriate grade-level content.

3) Social and instructional language standards and one or more of the remaining WIDA
Standards are present in the materials. The Language of Language Arts Standard, as well as the language of instruction for social studies and science, are addressed throughout the McGraw-Hill Wonders materials. These skills are practiced and applied in various exercises and real-world scenarios. Throughout each unit and at each grade level, English Language Learners discuss and use academic language in a variety of activities involving reading, speaking, listening, and writing. Science and social studies topics are also addressed and applied to writing and discussions. See the following examples.

The first example selections are from the TE. These are Social Emotional Learning Genre Study activities and represent the application of Social Studies and Science standards. The second example is an exercise in vocabulary in which students explore relationships among words and expand vocabulary by adding inflectional endings and affixes.

(Grade 4 Unit 3, p. T7B)
B. Cognitive Challenge for All Learners at All Levels of Language Proficiency

1) Do materials present an opportunity for language learners to engage in various cognitive functions (higher order thinking skills from Bloom's taxonomy) regardless of their language level?  

   Yes  No

2) Are opportunities for engaging in higher order thinking systematically addressed in the materials?  

   Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) The McGraw-Hill *Wonders* materials effectively challenge students to achieve higher order thinking. Each unit and lesson in the program provide opportunities for ELLs to engage in a variety of cognitive functions, such as those represented by Bloom’s taxonomy. Bloom’s taxonomy verbs are embedded in the learning objectives cited for
each lesson, applying to all students, irrespective of proficiency level. See the following examples from Grade 2, in which students are expected to demonstrate higher order thinking by performing skills such as use, identify, describe, and demonstrate:

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</td>
</tr>
<tr>
<td>Describe how reasons support specific points the author makes in a text.</td>
</tr>
</tbody>
</table>

Bloom’s taxonomy verbs are also embedded throughout the general instruction in each unit and lesson. See the following feature from Grade 5 in which students are directed to use higher order thinking skills including write, identify, discuss, etc.

2) Opportunities for engaging in higher order thinking are systematically addressed in the materials. As mentioned above, the Bloom’s taxonomy verbs are embedded not only in the lesson learning objectives, but also throughout the general instructions in each unit and lesson. See the following example from Grade 4, in which students are expected to demonstrate higher order thinking skills such as analyze, review, locate, explain, etc.:
C. Supports for Various Levels of Language Proficiency

1) Do the materials provide scaffolding supports for students to advance within a proficiency level?  
   Yes  No

2) Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?  
   Yes  No
3) **Are scaffolding supports presented systematically throughout the materials?**

**Justification:** Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) **The McGraw-Hill *Wonders* materials provide scaffolding supports for students to advance within a proficiency level.** As stated previously, teachers can access Tier 2 resources to aid struggling readers, while gifted students and English Language Learners of varied proficiency levels gain support and challenges from a variety of differentiated resources. *Wonders* uses strategic scaffolding methods to provide differentiated instruction for English Language Learners at the Beginning, Intermediate, and Advanced/Advanced High proficiency levels. The ELL Scaffolded Shared Read activities include prompts for differentiated instruction, as well scaffolded English Language Learner supports to aid students not only in reading comprehension, but also in writing, speaking, and listening. See the following example from Grade 4 Unit 2 Weeks 1 and 2, p. T39:

![Scaffolding Guide](image)

*Newcomers*

Have students listen to summaries of the *Shared Read* in their native language and then in English to develop listening comprehension. Help students ask and answer questions with a partner. Use the sentence frame: **What is the text about? The text is about:** Then continue the lesson in the Newcomer Teacher’s Guide.

**English Language Learners**

**SCAFFOLD**

**Beginning**

Read the writing prompt on page 110 with students and explain what they will write about. Have students discuss what the headings, photographs, and captions tell about using page 102. Then have partners respond to the prompt using. The photograph caption tell about what a caribou eats.

**Intermediate**

Read the writing prompt on page 110 with students and discuss what they will write about. Have partners respond to the prompt and organize the information. The headings tell about what the caribou find food and insects hide themselves. The photographs and captions give more information and details about the animals.

**Advanced/Advanced High**

Read the writing prompt on page 110 with students and discuss what they will write about. Have partners respond to the prompt and organize the information. The photographs and captions provide using the text features on page 102. Point to the sentence starters on page 110 to help them respond to the prompt.
The Teach in Small Group and Small Group Instruction features provide teachers with guidance in directing students at different levels through the lesson materials. See the following from Grade 4 Unit 2 Weeks 3 and 4, pp. T126–T127:

**Differentiated resources for small group instruction include leveled components, including the Reading/Writing Companion, Leveled Reader Library and ELL Scaffolded Shared Reads, designed to support students with reading comprehension, word study, fluency, and vocabulary. See the following Grade 2 Unit 3 resources:**

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**Resources for Small Group Instruction**

Differentiate Instruction and Accelerate Learning using these leveled text resources for targeted instruction in Comprehension, Vocabulary, Phonics/Word Study, and Fluency.

**Leveled Readers**
City Communities
- Approaching: GR 2 Leslie 290L
- On Level: GR 2 Leslie 370L
- Beyond: GR 2 Leslie 620L
- ELL: GR 2 Leslie 460L

**Genre Passages**
"Helping Out in the Community"
- Approaching: Leslie 420L
- On Level: Leslie 510L
- Beyond: Leslie 610L
- ELL: Leslie 480L

**ELL Scaffolded Shared Read**
"Lighting Lives"

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**Check for Success**

Rubric: Use your online rubric to record student progress.
Can students identify and use antonyms to figure out unknown words?

**Differentiate SMALL GROUP INSTRUCTION**

If No
- Approaching: Reteach p. T175
- ELL: Develop p. T200
If Yes
- On: Review p. T182
- Beyond: Extend p. T188
2) The materials provide scaffolding supports for students to progress from one proficiency level to the next. As students progress through the units, the scaffolding supports help them gain mastery of concepts and skills and build upon what they have learned. As students’ overall comprehension and capability become stronger, students are gradually able to progress to higher levels of proficiency. Again, the Reading/Writing Companion, ELL Scaffolded Shared Reads, and Leveled Reader Library provide instructors with a wealth of targeted support strategies. See the following example from the Grade 4 Reading/Writing Companion:

**Expository Text**

**Talk About It**

**What helps an animal survive?**

- **Vocabulary**
  - adaptation (adapció): a change in a plant or animal that helps it to survive in an environment
  - camouflage (camuflaje): parts of a tree sticking out from the trunk
  - environment (medio ambiente): everything in the area where you live
  - survive (sobrevivir): stay alive

**English Language Learners**

**SCAFFOLD**

**Beginning**

Review with students examples of a chameleon’s adaptations and elicit that they can camouflage and change their skin color. Demonstrate by holding up an object against a same colored background. Ask and discuss with students: What happens when chameleons camouflage themselves? Then help partners respond using: Chameleons can hide themselves by camouflage.

**Intermediate**

Review the meaning of predator and camouflage with students. Have partners describe how chameleons use camouflage to survive from predators: A chameleon can camouflage, or hide by changing their skin color. The adaptation helps to stay safe from predators by hiding.

**Advanced/Advanced High**

Have partners discuss how a chameleon uses camouflage to avoid predators, using the words adaptation, camouflage, and predator.
3) The scaffolding supports are presented systematically throughout the McGraw-Hill Wonders materials. As shown above, the English Language Learners support features and other leveled and differentiated components in each lesson use scaffolds, such as sentence frames, discussion prompts, and proficiency-specific questions and responses, to support ELLs at their individual proficiency levels and to help them extend their skills. Likewise, the Differentiated Workstations, Differentiated Genre Passage activities, and Differentiated Spelling, Reading, Writing prompts provide students with extra support as they learn to comprehend and master particular skills and strategies. Students gain better understanding of skills and concepts by exploring them in a succession of ways that require increasingly complex higher order thinking.

D. Accessibility to Grade Level Content

1) Is linguistically and developmentally appropriate grade-level content present in the materials? Yes  No

2) Is grade-level content accessible for the targeted levels of language proficiency? Yes  No

3) Is the grade-level content systematically presented throughout the materials? Yes  No

Justification: Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Linguistically and developmentally appropriate grade-level content is present in the McGraw-Hill Wonders materials. Students read and analyze authentic, complex, and grade-appropriate texts of a variety of genres in the Reading/Writing Companion, as well as the ELL Scaffolded Shared Reads, Classroom Library Trade Books, and Leveled Reader Library, exposing students to a host of reading levels, topics, and genres. The Make Learning Visible feature introduces each Genre Study and includes concepts, foundational skills, and Language Development elements to the section. See the Make Learning Visible feature from Grade 4 Unit 2 Expository Genre Study, p. T9:
WEEKS 1 AND 2

Student Outcomes

Comprehension/Genre/Author’s Craft
- Cite relevant evidence from text
- Make inferences to support understanding
- Identify the main idea and key details
- Summarize, maintaining meaning and logical order
- Analyze how the author shows the changes a character undergoes
- Identify and explain the purpose of text features

Writing

Writing Process
- Plan and draft a comparison essay on animal adaptations

Analytical Writing
- Write responses that demonstrate understanding

Speaking and Listening
- Engage in collaborative discussions
- Paraphrase portions of “Adaptations at Work”
- Present illustrated information comparing cricket and beetle life cycles

Language Development

Vocabulary Acquision
- Acquire and use academic vocabulary
- Camouflaged, dribble, extraordinary, poisonous, pounce, predator, prey, vibrations

Vocabulary Strategy
- Use prefixes to determine meaning

Grammar
- Identify common and proper nouns
- Analyze the use of singular and plural nouns

Foundational Skills

Phonics/Word Study
- Decode words with prefixes
- Decode words with digraphs

Spelling Words

Week 1
- Unblock, reshell, overact, uniform, rewash, overheat, illegal
- Unchain, rewound, subway, unload, imperfect, premix

Week 2
- Thirty, width, northern, fifth, choose, touch
- Snatch, stretching, rush, whine, whirl, bring

- Differentiated Spelling Lists, pages T62 and T64

Fluency
- Read fluently with expression and correct intonation

Research and Inquiry
- Explain the details in a life-cycle diagram
- Make illustrated comparisons of cricket and beetle life cycles

Content Area Learning

- Explore how structures and functions enable organisms to survive in their environment
- Explore, illustrate, and compare life cycles in living organisms

GENRE STUDY: EXPOSITORY TEXT T9

Scaffolded supports for English Language Learners are embedded throughout the instruction.

Use the Data Dashboard to filter class, group, or individual student data to guide group placement decisions. It provides recommendations to enhance learning for gifted and talented students and provides extra support for students needing remediation.
2) Grade-level content is accessible for the targeted levels of language proficiency. The Reading/Writing Companion scaffolds instruction to target students at the Beginning, Intermediate, Advanced, and Advanced High levels of proficiency. As students progress through each reading selection, teachers use the Differentiated Instruction activities and routines, English Language Learner supports, and lesson scaffolding to focus on students who require varied levels of support. See the following Small Group Instruction section from Grade 3 Unit 4 Weeks 3 and 4, pp. T190–T191, in which students receive differentiated instruction to learn and apply the Language Objectives:

**English Language Learners**

**“Gray Wolf! Red Fox!”**

**Prepare to Read**

**Build Background:** Share information about animal adaptations. Discuss information such as the following, while expanding on key words and phrases as needed: Adapt means change. Animals adapt to their habitats, or where they live. For example, a camel has a hump to store energy. This energy is useful when camels travel in a desert where there is little food. We’ll read about two animals in the wild dog family that have adapted to where they live.

**Vocabulary:** Use the Visual Vocabulary Cards to review the vocabulary: alert, competition, environment, excellent, prefer, protection, related, shelter. Use the online ELL Visual Vocabulary Cards with additional vocabulary from the Shared Read: adapted, caution, communicate, danger, members, warn.

**Set Purpose:** Today we will read “Gray Wolf! Red Fox!” and focus on understanding the language in the text. As we read, think about the Essential Question, How do animals adapt to challenges in their habitats?

**Interactive Question-Response Routine**

After each paragraph, ask questions that help students understand the meaning of the text. Explain difficult or unfamiliar concepts and words. Provide sentence stems for Intermediate students. Have Advanced/Advanced High students retell the information. Reinforce the meaning of new vocabulary. Ask students questions that require them to use the vocabulary. Reinforce weekly strategies and skills through modeling and questions. Use the images and other text features to aid students’ comprehension. Use the headings to help students predict what the sections will be about.

**Page 137**

Paragraph 1 Discuss the meaning of related. What does it mean that dogs, foxes, and wolves are related? (They belong to the same animal family. They have things in common.) What sentence clues help you find the meaning of members? (of the same family) Have students list the members of their family.
Which signal words in the last sentence of paragraph 1 let you know the author will compare and contrast gray wolves and red foxes? (The author uses the words alike and different)

 Paragraphs 2-3 Have students work with a partner to describe and compare the size of a gray wolf and a red fox. (A gray wolf is the size of a large dog. A red fox is smaller than a wolf.)

 Intermediate What example does the author give to show that the red fox has excellent hearing? (A red fox can hear small animals digging holes underground.)

 Advanced High Have students compare and contrast the tail of the wolf and the red fox. (A-like: both have long, bushy tails. Different: gray wolf tail can be two-feet long; red fox: tail is shorter, has a white tip, and the fox uses its tail to keep warm)

 Intermediate Have partners identify words that describe the image of the fox’s tail on page 137. (long, bushy, thick, furry, reddish-brown)

 Page 138

 Paragraph 2 Have students list the different habitats where both gray wolves and red foxes live. (forests, deserts, woodlands, grasslands)

 Intermediate Woodland and grassland are compound words. Find the two words that make up these words. What do you think these habitats are like? (Grassland: land that is covered with grass; Woodland: land that is covered with trees or forests)

 Advanced/Advanced High Have partners discuss how people are responsible for wolves and foxes losing their homes. (As people move into an area and build, natural areas where foxes and wolves use to make their homes are lost)

 Paragraph 3 Why don’t gray wolves and red foxes compete, or fight each other, for food? (They eat different things)

 Intermediate How do red foxes find food? (They hunt alone for small animals, or they find food in garbage cans or on campsites)

 Advanced What do wolves eat that foxes do not eat? (Large animals) Which words does the author use to describe how wolves like to hunt? (work together in packs)

 Advanced/Advanced High Ask students to describe how the red fox and gray wolf prefer to hunt. (Red fox: eats small animals, birds, and fish; raids trash cans and campsites; hunts alone. Gray wolf: hunts for large animals; hunts in packs.) Why might wolves hunt together for large animals? (They can work as a team to hunt animals that are larger than they are)

 Page 139

 Paragraph 1 Describe the ways wolves live, travel, and hunt. How many wolves live together? (four to seven) What is this group of wolves called? (a pack) How are foxes different? (Foxes live and hunt alone.) Why does the author include this information here? (to show readers how the animals are different)

 Intermediate What do wolves do in packs? (Hunt, travel, and find places to stay safe)

 Paragraphs 2-3 How does the gray wolf let others know if there is danger? (Howls) How does the red fox let other foxes know there is danger? (by waving its tail in the air)

 Intermediate What do you think communicate means? (to share information) What are two ways both wolves and foxes communicate? (They bark and growl) Have students demonstrate these sounds. What is another word for alert that is used in the sentence? (warn) What does the red fox use as a signal, or way to tell other foxes there is danger? (Its tail)

 Text Features: Maps

 Have partners write a question and answer for the map on page 138. Use the legend and the compass rose when you write your questions.
3) As previously shown, grade-level content is present in the Reading/Writing Companion and ELL Scaffolded Shared Reads and is systematic in its presentation. Students analyze authentic, complex, and grade-appropriate texts from the program. Beginning with the Make Learning Visible feature, in which students focus on target concepts and language from the current reading selection, the Reading/Writing Companion provides focused instruction of the selection to ELLs of varied proficiency levels. The differentiated instructional system is continuous throughout each grade level, as concepts and materials become more challenging, and higher DOK levels are integrated. See the following pages highlighting the systematic delivery of instruction and support, p. xiv:
E. Strands of Model Performance Indicators

1) **Do materials include a range of language functions?**  
   - Yes  
   - No

2) **Are the language functions incorporated into a communicative goal or activity?**  
   - Yes  
   - No

3) **Do the language functions support the progression of language development?**  
   - Yes  
   - No

**Justification:** Provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

1) Students practice and develop a range of language functions in every module of the McGraw-Hill Wonders program. As students progress through each reading selection, they learn and practice language functions and apply them to selections in the Reading/Writing Companion. Students receive scaffolded support to use language functions to compare and contrast, ask and answer questions, analyze cause and effect relationships, summarize and paraphrase, and other text-related activities. Moreover, each Wonders unit provides instruction and practice with writing, grammar, spelling, and vocabulary in the Language Arts feature. See the following example from Grade 4 Unit 2 Weeks 1 and 2, p. T58:

**Grammar**

**Common and Proper Nouns**

**Teach**

- **Introduce Common and Proper Nouns**
  - Present the following:
    - A common noun names any person, place, or thing:
      - boy, country, school
    - A proper noun names a specific person, place, or organization:
      - Tom, France, Jones Elementary
    - Proper nouns always begin with capital letters. If a proper noun has more than one word, each important word begins with a capital letter.

See Practice Book page 61 or online activity.

- **Review Common and Proper Nouns**
  - Review common and proper nouns. Ask students to tell how they differ.

**Teach**

- **Introduce Concrete Nouns and Abstract Nouns**
  - Present the following:
    - A concrete noun names a person, place, or thing that can be seen or identified with any of the five senses:
      - parent, mountain, rhinoceros
    - An abstract noun names a person, place, or thing that cannot be seen or identified with any of the five senses. Abstract nouns usually name ideas:
      - bravery, justice, liberty

See Practice Book page 62.
2) The McGraw-Hill Wonders language functions are incorporated into communicative goals and activities. As stated above, students practice and develop a range of language functions in every unit of the Wonders program. As students progress through each reading selection, they analyze genre and apply foundational skills to talk and write about the concepts at hand. The Language Arts feature provides crucial instruction in phonics, fluency, and spelling and introduces students to a wide range of academic and high-frequency words. Students practice language skills in communicative activities, such as the Write About Vocabulary exercises, throughout the Language Arts features. See the following examples of communicative language activities from the Reading/Writing Companion:

(Grade 1 Unit 5 Week 1, p. T40)
55 | Page

(Grade 4 Unit 2 Weeks 1 and 2, p. T67)
3) The language functions support the progression of language development. Each unit and weekly lesson in the McGraw-Hill Wonders program begins by introducing the objectives and target skills. Students then learn to apply new vocabulary and language skills for a variety of functions, aided by scaffolding. From the initial unit launch and throughout the lesson activities, English Language Learners progressively gain strength in applying foundational skills to language functions, systematically helping them to advance through the Wonders program and from one level of proficiency to the next. Each year, English Language Learners will progress in fluency, broaden their knowledge of social studies and science concepts, and interact with literature of increasing depth and complexity.