

****On initial review pass or fail determinations are made based on the majority of reviewers either passing or failing at the section level. Majority of reviewers must fail the same section in order for the title to fail.**

Title: Wonders					
Grade: G01500					
Reviewer	Section I	Section II	Section III	Section IV	Overall
48	Pass	Pass	Pass	Pass	
55	Pass	Pass	Pass	Pass	
32	Fail	Pass	Fail	Pass	
59	Pass	Pass	Pass	Pass	
62	Fail	Fail	Fail	Pass	
Overall	Pass	Pass	Pass	Pass	PASS

Publisher Notes:

A 0 indicates N/A or no comment was provided by the reviewer.

If you decide to revise content and enter the title into re-review, select either "referenced" or revised" from the drop down menu.

Revised= you have made additions or changes to content in the textbook for review

Referenced=you are referencing additional pages in the textbook for review (be sure these are not the same pages as those listed in the correlations guide)

The additional components section is not scored this is feedback that you may or may not choose to revise in an effort to assist districts with their selections.

Do not reformat these sheets for re-review. Complete the orange columns as is and send this workbook back to us for re-review.

Only indicators that were marked "no" by a reviewer are required to have feedback provided to you.

Grade & Subject:G01500

Title Name:Wonders

Original Reviews Submitted:5

ISBN:8780076992751

Publisher:McGraw-Hill Education

Reviewers:48, 55, 32, 59, 62

SECTION I						
Alignment to Shifts						
Materials must meet 100% of the indicators in Section I.						
The instructional shifts are key to understanding the increased rigor of the standards. They reflect the skills and knowledge students need to be successful in the postsecondary or workforce arena. In an English language arts course, students should experience: building knowledge through content-rich literary and informational text; regular practice with complex text and its academic vocabulary; and reading and writing grounded in evidence from both literary and informational text.						
Knowledge: Materials are specifically chosen to build knowledge through content-rich literary and informational texts.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Text sets: Materials provide a strategic sequence of texts organized around a variety of concepts or topics. Students build knowledge systematically through interacting with the texts.	48	Yes		0		
	55	Yes		0		
	32	No	This resource meets some expectations of the indicator as evidenced with the Shared Read, Anchor Texts/ Paired Text and Leveled readers focus on a connected essential question. A suggestion for improvement would be to address the wording of the indicator that asks for systematic knowledge building. Show how texts are strategically introduced within the unit and for what instructional purpose? Specifically, identify how the sequence of each text was determined and set a purpose for reading each text during first and additional reading opportunities.			
	59	Yes		0		
	62	No	The cognitive demand of this standard is not met because the text are organized around genres and therefor do not go deep enough into a topic to systematically build knowledge.			
b. Vocabulary: Materials provide direct and contextual instruction for Tier 2 and Tier 3 vocabulary that supports knowledge building.	48	Yes		0		
	55	Yes		0		
	32	Yes		0		
	59	Yes		0		
	62	Yes		0		
c. End-of-unit/culminating tasks: Materials provide students with multiple opportunities to demonstrate their literacy skills and convey their knowledge acquisition.	48	Yes		0		
	55	Yes		0		
	32	No	The example provided by this resource in the screening instrument is not an example of End of unit/culminating tasks. These are examples of Q/A response, recitation. Specifically, these questions are skill specific about the genre studies within the unit. However, more accurate examples that show this resource has connections to the expectation- Analytical writing to text; Research and Inquiry independent and collaborative activities, Comparing Text, Integrate activity where connections tie to Essential Question and text to text prompting. A suggestion for improvement would be to consider intentionally scaffolding these activities. Consider setting daily task expectations that build knowledge incrementally to support end of week/two week outcomes that integrate reading, writing, speaking and listening, foundational skills, and include both comprehension standards and content knowledge. Additionally, how might week 6, identified by your scope and sequence as Review, Extend, Assess, allow an intentional opportunity to provide a strong unit task that culminates the knowledge building and incorporates extended writing instruction opportunities?			
	59	Yes		0		
	62	No	Although there are multiple assessment tasks, students are not given authentic opportunities to demonstrate their literacy skill and content knowledge through application. Consider creating fewer, more specific tasks where students are able to take the knowledge and skills they have acquired to produce something... such as the Opinion Performance Task on page 70 of the Unit Assessment Book, but make the task meaningful and relevant to the information they have gained through the unit study.			
Text Complexity: Materials ensure students engage in regular practice with complex text and its academic vocabulary.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
d. Anchor Texts are at grade level as determined by quantitative and qualitative measurements. See Appendix A of the Tennessee English Language Arts Standards for further guidance on text complexity metrics.	48	Yes		0		
	55	Yes		0		
	32	Yes		0		
	59	Yes		0		
	62	No	This standard does not meet the cognitive demand of the standard because many of the stories do not have a quantitative and qualitative analysis. If the qualitative analysis is present, it is very nonspecific and would not help the teacher to better prepare for delivery of instruction.			
	48	Yes		0		

e. Texts for Interactive Read Aloud are 1-3 years above grade level.	55	Yes	Are the IRAs in the teacher manual excerpts or the complete text? They don't seem to pose the same rigor as the state initiatives currently in place. Text Complexity indicates the IRA's are on a 6th grade reading level.			
	32	No	This resource does not meet the expectation of the indicator as 4 of the 18 identified IRA selections are listed as poetry and drama genres and do not provide a quantitative measure. Additionally, the qualitative features are heavy on the slightly complex side more than moderately or exceedingly complex. Examples of these deficits are noted in Unit 2 GS 3, "How to Make a Friend", Unit 6, GS 3, "The Beat". Could these be used as a support text to add to a specific genre study? Additionally, all IRA's that do provide a quantitative and qualitative measure are all listed as 1 year above grade level requirements. Consider the impact of adding more complex text throughout the year that stretch thinking and listening comprehension to the suggested range of the indicator that states "up to 3 years above grade level."			
	59	Yes		0		
	62	No	The interactive texts did not have any information regarding complexity in the teacher facing materials.			
f. Text plays a central role in the literacy block.	48	Yes		0		
	55	Yes		0		
	32	No	This resource meets some expectation of the indicator with the focus on genre studies in 2 week modules. A suggestion for improvement would be to include a variety of text types within each week/two week plan. Instructional texts such as the IRA, Shared Read and anchor texts are all the same genre and many of the questions in responding to text are about skill and application focused on the genre study. Consider ways you might layer a variety of text, develop questions, and set a purpose for reading to build knowledge of the identified concept/essential question. This would give students the opportunity to engage with different text types and make meaning from text to support conceptual learning.			
	59	Yes		0		
	62	Yes		0		
g. Text selection should include a balanced representation of both literature and informational text across the year as indicated by the grade-level standards.	48	Yes		0		
	55	Yes		0		
	32	Yes		0		
	59	Yes		0		
	62	Yes		0		
Evidence: Materials ensure that reading and writing are grounded in evidence from both literary and informational text.	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
h. Text-dependent questions : •Most questions and tasks require students to draw on textual evidence to support inferences and conclusions. •High-quality questions are strategically sequenced to scaffold students in building a deeper understanding of a text.	48	Yes		0		
	55	Yes		0		
	32	Yes		0		
	59	Yes		0		
	62	No	This standard did not meet the cognitive demand because of the limited number of questions that are asked and because they were not strategically sequenced to scaffold students in building a deeper understanding of the text.			
i. Writing to sources: The majority of writing tasks require students to respond to texts and/or include textual evidence.	48	Yes		0		
	55	Yes		0		
	32	Yes		0		
	59	Yes		0		
	62	Yes		0		
j. Evidence-based discussions: Materials provide students regular and frequent opportunities to engage in collaborative discussions that are grounded in text.	48	Yes		0		
	55	Yes		0		
	32	Yes		0		
	59	Yes		0		
	62	No	This did not meet the cognitive demand of this standard because the content and questioning are not present in order to give students the opportunity to engage in many collaborative discussions that are grounded in text.			
Additional comments:	Reviewer	Evidence/Notes				
Additional comments on the three instructional shifts within the materials:	48			0	Total indicators to be re-reviewed:	0
	55			0		
	32			0		
	59			0		
	62		various genres are introduced beginning with the first unit. Although it is good that the students are introduced to many genres, it is difficult to build content knowledge without going deeply on a concept or topic. It is hard, as a teacher, to understand what is			
Materials meet 100% alignment with Section I: Shifts in instruction?	Reviewer	Aligned				

This means that all boxes in this section were marked "yes" and no boxes were marked "no" . If any boxes are marked "No" , then this program does not pass.	48	Pass	
	55	Pass	
	32	Fail	
	59	Pass	
	62	Fail	
Overall		Pass	

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SECTION II

Alignment to Tennessee English Language Arts Standards

Materials must meet at least **90%** of indicators in Section II.

The instructional materials represent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the grade-level standards, at the rigor necessary for students to reach mastery. Tennessee expects the **full breadth and depth** of the standards to be taught in an **integrated** and **spiraled** manner throughout the school year.

FOUNDATIONAL LITERACY STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Print Concepts Cornerstone Demonstrate understanding of the organization and basic features of print.	Not applicable						
Standard 2 Category Phonological Awareness Cornerstone Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Not applicable						
Standard 3 Category Phonics and Word Recognition Cornerstone Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 4 Category Word Composition Cornerstone Know and apply grade-level phonics and word analysis	5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive	48	Yes	0			
		55	Yes	0			
		32	Yes	0			

skills when encoding words; write legibly.	6. Write legibly in manuscripts and drafts.	59	Yes	0			
		62	Yes	0			
Standard 5 Category Fluency Cornerstone Read with sufficient accuracy and fluency to support comprehension.	5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 6 Category Sentence Composition Cornerstone Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.	5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 7 Category Vocabulary Acquisition Cornerstone Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			

	better understand each of the words.						
	5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition,	62	Yes		0		
READING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1		48	Yes		0		
Category		55	Yes		0		
Key Ideas and Details	Literature: 5.RL.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	32	Yes		0		
Cornerstone		59	Yes		0		
Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		62	No	The standard does not meet the cognitive demand for this standard because the student is not the one doing the thinking. For example, page 28 in Unit 3.4.			
		48	Yes		0		
	Informational Text: 5.RI.KID.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.	55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	No	see above			
Standard 2		48	Yes		0		
Category		55	Yes		0		
Key Ideas and Details	Literature: 5.RL.KID.2 Determine a theme or central idea of a story, drama, or poem and explain how it is conveyed through details in the text; summarize the text.	32	Yes		0		
Cornerstone		59	Yes	This indicator exceeds expectations. The concept of			
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.		62	Yes		0		
		48	Yes		0		
	Informational Text: 5.RI.KID.2 Determine the central idea of a text and explain how it is supported by key details; summarize a text.	55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	Yes		0		
Standard 3		48	Yes		0		
Category		55	Yes		0		
Key Ideas and Details	Literature: 5.RL.KID.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.	32	Yes		0		
Cornerstone		59	No	This indicator does not meet expectation. There is not enough direct instruction covering this standard. Much of this standard is addressed only through asking a			
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		62	Yes		0		
		48	Yes		0		
	Informational Text: 5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.	55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	Yes		0		
Standard 4		48	Yes		0		
Category		55	Yes		0		
Craft and Structure	Literature: 5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.	32	Yes		0		
Cornerstone		59	Yes		0		
Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		62	Yes		0		
		48	Yes		0		
	Informational Text: 5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including figurative, connotative, and technical meanings.	55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	Yes		0		
Standard 5		48	Yes		0		
Category		55	Yes		0		
Craft and Structure	Literature: 5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of particular texts.	32	Yes		0		
Cornerstone		59	Yes		0		
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or		62	Yes		0		
		48	Yes		0		
	Informational Text: 5.RI.CS.5 Compare and contrast the overall structure of events, ideas, and concepts of	55	Yes		0		
		32	Yes		0		

stanza) relate to each other and the whole.	Information in two or more texts.	59	Yes		0		
		62	Yes		0		
Standard 6 Category Craft and Structure Cornerstone Assess how point of view or purpose shapes the content and style of a text.	Literature: 5.RL.CS.6 Describe how a narrator's or speaker's point of view influences how events are described.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	Yes		0		
	Informational Text: 5.RI.CS.6 Analyze the similarities and differences in point of view of multiple accounts of the same event or topic.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	Yes		0		
Standard 7 Category Integration of Knowledge and Ideas Cornerstone Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	Literature: 5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	Yes		0		
	Informational Text: 5.RI.IKI.7 Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes	This indicator meets expectation however, more opportunities to use digital materials to solve a problem would be beneficial.			
		62	Yes		0		
Standard 8 Category Integration of Knowledge and Ideas Cornerstone Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Literature: Not applicable						
Standard 9 Category Integration of Knowledge and Ideas Cornerstone Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.	Literature: 5.RL.IKI.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	Yes		0		
	Informational Text: 5.RI.IKI.9 Integrate information from two or more texts on the same topic in order to build content knowledge.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	No	Very little evidence of content knowledge being built through the text.			
Standard 10 Category Range of Reading and Level of Text Complexity Cornerstone Read and comprehend complex literary and informational texts independently and proficiently.	Literature: 5.RL.RRTC.10 Read and comprehend stories and poems at the high end of the grades 4-5 text complexity band independently and proficiently.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	No		0		
	Informational Text: 5.RI.RRTC.10 Read and comprehend stories and informational texts at the high end of the grades 4-5 text complexity band independently and proficiently.	48	Yes		0		
		55	Yes		0		
		32	Yes		0		
		59	Yes		0		
		62	No	The text presented in this series do not show proof of the rigor that TN expects.			
SPEAKING AND LISTENING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?

Standard 1 Category Comprehension and Collaboration Cornerstone Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.	5.SL.CC.1 Prepare for collaborative discussions on 5th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	No	This standard is not met because it is unclear how/when the protocols are actually taught from the Routines Handbook and because the content knowledge building does not go deep enough for students to be able to have deep discussions to build			
Standard 2 Category Comprehension and Collaboration Cornerstone Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.	5.SL.CC.2 Summarize a text presented in diverse media such as visual, quantitative, and oral formats.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 3 Category Comprehension and Collaboration Cornerstone Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	5.SL.CC.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 4 Category Presentation of Knowledge and Ideas Cornerstone Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.	5.SL.PKI.4 Report on a topic or text, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 5 Category Presentation of Knowledge and Ideas Cornerstone Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5.SL.PKI.5 Include multimedia components and visual displays in presentations, when appropriate, to enhance the development of main ideas or themes.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 6 Category Presentation of Knowledge and Ideas Cornerstone Adapt speech to a variety of contents and communicative	5.SL.PKI.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			

writing tasks, demonstrating command of formal English when indicated or appropriate.		59	Yes	0			
		62	Yes	0			
WRITING STANDARDS		Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
Standard 1 Category Text Types and Protocol Cornerstone Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion through logically-ordered reasons that are supported by facts and details. c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words, phrases, and clauses. f. Apply language standards addressed in the Foundational Literacy standards.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	No	This does not meet the cognitive demands of this standard because the teaching of the writing process is very non explicit. Although, expect model text are used for demonstration, the writing process is very difficult to follow and seems to limit			
Standard 2 Category Text Types and Protocol Cornerstone Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	5.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information. a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Include formatting, features, illustrations, and multimedia, when needed, to provide clarity to the reader. d. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. e. Provide a conclusion related to the information or explanation presented. f. Link ideas within and across categories of information using words, phrases, and clauses. g. Use precise language and domain-specific vocabulary	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	No	see above			
Standard 3 Category Text Types and Protocol Cornerstone Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	5.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences. a. Orient the reader by establishing a situation, using a narrator, and/or introducing characters. b. Organize an event sequence that unfolds naturally and logically. c. Use narrative techniques, such as dialogue, pacing, and description to develop experiences and events or show the responses of characters to situations. d. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events. f. Use precise words and phrases and use sensory details to convey experiences and events. g. Apply language standards addressed in the	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	No	see above			
Standard 4 Category Production and Distribution of Writing Cornerstone Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 5 Category		48	Yes	0			

Production and Distribution of Writing Cornerstone Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Foundational Literacy standard 6 up to and including grade 5.)	55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 6 Category Production and Distribution of Writing Cornerstone Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting as defined in W.1-3.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 7 Category Research to Build and Present Knowledge Cornerstone Conduct short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.	5.W.RBPK.7 Conduct short research projects that use multiple sources to build knowledge through investigations of different aspects of a topic.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 8 Category Research to Build and Present Knowledge Cornerstone Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.	5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 9 Category Research to Build and Present Knowledge Cornerstone Draw evidence from literary or informational texts to support analysis, reflection, and research.	5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade 5 standards for reading.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			
Standard 10 Category Range of Writing Cornerstone Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.	48	Yes	0			
		55	Yes	0			
		32	Yes	0			
		59	Yes	0			
		62	Yes	0			

Additional Comments	Reviewer	Evidence/Notes			
Additional Comments on Section II Standards	48			Total indicators to be re-reviewed:	0
	55				
	32				
	59				
	62				
Alignment with Section II: ELA Standards.	Reviewer	Aligned			
This means that no more than 4 boxes were marked "No." If more than 4 "No" boxes are marked, then this program does not pass. (Note: Reading Literature and Reading Informational Text count as separate standards. If the screening instrument was checked "no" for 2 Reading Literature standards and 3 Informational Text standards, then it would NOT pass the screening instrument.)	48	Pass			
	55	Pass			
	32	Pass			
	59	Pass			
	62	Fail			
	Overall	Pass			

Grade & Subject:		G01500	ISBN:		8780076992751	
Title Name:		Wonders		Publisher:		McGraw-Hill Education
Original Reviews Submitted:		5		Reviewers:		48, 55, 32, 59, 62
SECTION III						
High-Quality Instruction: Unit Design, Text Sets, Questions, and Tasks						
Materials meet at least 80% of indicators in Section III.						
Standards are taught in an integrated fashion to support students in developing proficiency as readers and writers as they make meaning of texts through reading, writing, speaking and listening. Instructional decisions for standards instruction centers on the texts that have been selected to strategically build students' knowledge, and the standards are spiraled throughout the year to promote continued practice and application with ever increasing text complexity.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Units are built around a concept or topic and include essential questions and enduring understandings.	48	Yes	0			
	55	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the scope and sequence and the weekly text set overview for each unit. Within these documents you list a key concept supported with an Essential Question. How might the development of a hierarchy support daily mastery to show that students are working towards end of weekly and unit goal mastery? How might this support teachers in determining daily outcomes that align enduring understandings, disciplinary understandings, critical questions, and activities for each day?			
	59	Yes	This indicator exceeds expectations. The curriculum does a great job at tying text around a topic and including suggestions for teachers to incorporate other books within their own library that also tie to the concept.			
	62	No	The essential questions for the units do not go together to help students build concept or topic knowledge. For example, What Can learning about different cultures teach us? What benefits some from people working together as a group? How do we explain what happened in the past? These are essential questions from Unit 3.			
b. Lessons integrate two or more strands of the Tennessee English Language Arts standards.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
c. Materials provide high-quality texts from diverse and multicultural perspectives (e.g., gender, cultural, age, geographical) while appealing to students' interests.	48	Yes	0			
	55	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with some of the IRA text choices identified as folktales and stories from different geographical regions. How might the inclusion of more published text pieces provide stronger intentionality with this indicator?			
	59	Yes	0			
	62	No	Many of the text are not authentic/high quality. For example, Unit 3, The Promise of a Paper Lantern - no author and From Tale to Table in Unit 2.			
d. Most texts used for Read Aloud must be authentic and previously published. All commissioned texts are of publishable quality.	48	Yes	0			
	55	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to review Interactive Read Aloud text selections to include text with published authors. The majority of texts used for this instructional purpose do not include an author. Consider using the additional texts your resource has identified as "extras" in the online bibliography and classroom library as instructional components to layer text that builds knowledge.			
	59	Yes	0			
	62	No	see above			
e. Materials provide a wide array of texts and genres, including full-length texts and strategically excerpted texts.	48	Yes	0			
	55	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the complexity analyses in tab 4 of your overview document.. A suggestion to meet the full indicator would be to include varied text for IRA. Consider using the additional texts your resource has identified as "extras" in the online bibliography and classroom library as instructional components to layer text and build knowledge. How might this impact student learning as they apply overarching concepts to a variety of texts?			
	59	Yes	0			
	62	Yes	0			

f. Students have varied opportunities to engage with text, such as interactive read-alouds, shared reading, small-group reading, and independent reading.	48	Yes	0			
	55	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the scope and sequence and the weekly text set overview for each unit. There is some disconnect with the focus of IRA purpose and questioning aligning more with the genre study and the comprehension strategy of the week/2 week study. This presents itself as skills in isolation instead of building knowledge towards the concept supported with Essential Questions/ Enduring Understandings, etc. How might the development of this hierarchy working cohesively support daily mastery to show that students are working towards end of week and unit goal mastery? How might this support teachers in determining critical questions and activities for each day?			
	59	Yes	0			
	62	Yes	0			
g. Materials include multiple opportunities for students to engage in repeated reads of a text with varying purposes for each reading (i.e., close reading).	48	Yes	0			
	55	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the student outcomes overview that shows students reading and re-reading text. Additionally, Close Reading Strategies are explained that align to reading standards. However, what is not evident are the reasons and Why for each read. Consider ways you might layer a variety of text, develop questions, and set a purpose for reading to build knowledge of the identified concept/essential question. This would give students the opportunity to engage with different text types and make meaning from text to support conceptual learning.			
	59	Yes	0			
	62	Yes	0			
h. Materials provide instructions, accountability structures, and recommended texts to support students in reading a high volume of text.	48	Yes	0			
	55	Yes	0			
	32	No	This resource meets some expectations of the indicator as evidenced with the text analyses in tad 4 as well as the independent reading routine on page 111 of Instructional Routines Handbook. A suggestion for improvement would be to consider identifying what the schedule for independent reading looks like and specific protocol that determines accountability structures and a tracking routine for all students to engage in this important literacy practice.			
	59	Yes	0			
	62	No	0			
i. Texts for small group reading instruction should be at a variety of complexity levels with a focus on continued skill- and knowledge-based competency building capabilities.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
j. Within and across units, writing assignments, including both shorter on-demand writing, and lengthier, recursive, process-based writing, progress in breadth, depth, and development.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	explicit instruction is missing in process based writing			
k. Materials provide explicit instruction about the writing process, organization/structure, and writing craft.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	see above			
l. Materials include multiple and varied opportunities for students to be exposed to and engaged in writing (i.e., modeled writing, shared writing, interactive writing, small-group writing, and independent writing).	48	No	Opportunities for interactive writing are not included.			
	55	Yes	Explicitly define interactive writing and shared writing			
	32	No	This resource meets some expectations of the indicator as evidenced with the "Write about texts" overview. Students are engaged in Shared writing and the shift moves towards independent writing. A suggestion for improvement would be to consider further gradual release moving toward independent writing. How might additional scaffolds in writing support the continuum of read/think/talk/write?			
	59	Yes	0			
	62	No	above			
m. Writing tasks are balanced across writing modes (narrative, informative/explanatory, opinion).	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			

n. Materials provide instruction in specific academic language and structures associated with different modes of writing (e.g., dialogue in narrative, description vs. compare/contrast in explanatory/informational, and reasons in opinion).	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
o. Lessons promote academic discussions around appropriate grade-level concepts and texts and include listening prompts, questions, and evaluation tools to strengthen students' ability to listen to and respond in increasingly sophisticated ways with relevant evidence.	48	Yes	0			
	55	Yes	0			
	32	No	This unit meets some of the expectations of this indicator as evidenced with the Instructional Routines Handbook section on Collaborative Conversations. Included within this segment are grade level specific videos that a teacher may show students of what collaborative conversations look like and sound like. Additionally, it has a			
	59	Yes	0			
	62	No	The "interactive read alouds" are not complex enough to strengthen students ability to listen and respond in increasingly sophisticated ways with relevant evidence.			
p. Explicit vocabulary instruction includes morphology and Latin or Greek roots.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
q. Units and lessons clearly consider student learning differences in the design of instruction, activities, and the classroom environment to provide access for all students, including English Learners, students with disabilities, and students performing below grade level.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
r. Formative and summative assessments are embedded throughout instructional materials and include multiple methods to measure what students know and are able to do. Possible formats include, but are not limited to, checks for understanding, pre-assessments, student self-assessments, selected response (multiple choice, multiple select), constructed responses (short and extended), performance tasks, open-ended questions, etc.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
s. Publisher-produced assessment alignment documents clearly indicate which standards are being addressed by specific questions, tasks, and assessment items.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			

	62	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about high-quality instruction within the materials:	48				Total indicators to be re-reviewed:	0
	55					
	32					
	59					
	62					
Alignment with Section III	Reviewer	Aligned				
Materials meet at least 80% alignment with Section III: High-Quality instruction? This means no more than 3 indicators were marked no in Section III. If more than 3 “No” boxes are marked, then this program does not pass.	48	Pass				
	55	Pass				
	32	Fail				
	59	Pass				
	62	Fail				
	Overall	Pass				

Grade & Subject:G01500 ISBN:8780076992751

Title Name:Wonders Publisher:McGraw-Hill Education

Original Reviews Submitted:5 Reviewers:48, 55, 32, 59, 62

Section IV: Foundational Skills						
Materials meet at least 80% of indicators in Section IV.						
The goal of the foundational literacy skills is to develop fluent readers and writers who are able to comprehend and analyze texts across a wide range of texts and express their thoughts and ideas effectively. Before proficiency can be achieved, children must master the essential foundational skills during the early grades.						
Indicator	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Materials provide explicit, systematic, sequential, and evidence-based instruction of grade level foundational skills including: phonics and word recognition, word composition, fluency, sentence composition, grammar, and conventions.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
b. Evidence-based practice materials (e.g., manipulatives, word sorts, etc.) are abundant, varied, practical and can be used both independently and with support.	48	Yes	0			
	55	Yes	0			
	32	No	This unit meets some expectations of the indicator as evidenced with the reference to digital tool resources. A suggestion for improvement would be to provide physical materials such as letter tiles, sorting materials, work stations, connections from decoding/encoding. .			
	59	Yes	0			
	62	No	There is not an abundance of manipulatives.			
c. Materials provide students with regular opportunities to apply foundational skills in authentic reading and writing.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
d. Materials provide systematic and explicit instruction in morphology (e.g., Greek and Latin roots).	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
e. Explicit encoding instruction is evidence-based and uses a systematic scope and sequence that connects to the reciprocal process of encoding and decoding.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
f. Effective reading fluency instruction includes the following: • Evidence-based teaching strategies and varied practice opportunities; • Lessons in oral reading fluency, including word recognition and accuracy, pacing, rate, phrasing and prosody; and • Use of different text types.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
g. Materials support ongoing and frequent formative assessment to determine students' mastery of foundational literacy skills while providing clear and specific instructions on how to best support students performing below the grade-	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			

level expectation.	62	Yes	0			
h. Assessments include standards-based diagnostic screening tools to identify students' instructional needs for targeted re-teaching.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional comments about foundational skills within the materials:	48				Total indicators to be re-reviewed:	0
	55					
	32					
	59					
	62					
Alignment with Section IV:	Reviewer		Aligned			
Materials meet at least 80% alignment with Section IV: Foundational Skills?	48		Pass			
This means that no more than 1 box was marked "No." If more than 1 "No" box is marked, then this program does not pass	55		Pass			
	32		Pass			
	59		Pass			
	62		Pass			
	Overall		Pass			

Grade & Subject:G01500ISBN:8780076992751

Title Name:WondersPublisher:McGraw-Hill Education

Original Reviews Submitted:5Reviewers:48, 55, 32, 59, 62

SECTION V: Additional Components

These components are areas that districts consider when making purchasing decisions to meet the unique needs of their districts. Although these additional components do not prevent publishers from being on the state-approved adoption list, they do provide districts with additional information to use during their decision-making process.

Teacher Support	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
a. Teacher-facing materials (e.g. teacher's edition) provide background information about previously published texts, including author, content, context, and information about illustrations, if any, to support teacher delivery of lessons.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
b. Close reading passages include extensive annotations aligned to the Tennessee English Language Arts Standards.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
c. Standards and learning objectives in teacher-facing materials are explicitly and readily identifiable.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
d. When appropriate, topics and/or enduring understandings are connected to grade-level content from other Tennessee Academic Standards (e.g., science, social studies, health, and fine arts). Standards connections are clearly documented.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
e. Lessons include teacher think-alouds to model appropriate application of literacy skills.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
f. Teacher-facing materials provide guidance to support teachers in identifying student misconceptions that may prevent student mastery of the Tennessee English Language Arts Standards.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
g. The program includes extensions for advanced students already meeting mastery and/or students with high interest.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
h. Extended learning opportunities (e.g., homework) should reinforce classroom instruction and provide additional practice of skills that have already been taught.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			

	62	No	0			
i. Teacher-facing materials provide suggestions in daily lessons or units of instruction on appropriate opportunities for formative assessments and adjusting lessons if necessary.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
j. Materials provide protocols (e.g., cooperative talk structures) for text-based discussions.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
Monitoring Student Progress	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
k. Materials provide scoring guides and tools such as rubrics, portfolios, teacher observation checklist, and anchor papers.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
l. Materials include quarterly benchmark assessments aligned to the Tennessee English Language Arts Standards.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
m. Materials include tools, routines, and guidance that allow for the monitoring of student progress.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
n. Materials include suggestions and tools to keep students and parents informed about students' progress.	48	Yes	0			
	55	Yes	0			
	32	No	□ Home-school letter included, but how are they aware of progress?			
	59	Yes	0			
	62	Yes	0			
Organization	Reviewer	Meets Expectations	Evidence/Notes	Revised or Referenced?	Publisher Comments	Re-Review?
o. Content is sufficient to provide instruction across the school year and includes daily lessons organized into coherent units of study.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
p. Units and instructional sequences are coherent and organized in a logical manner that build upon knowledge and skills learned in prior grade levels or earlier in the grade.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
q. Program components, lesson plans, and the relationships among the parts are clear.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			

r. Program materials provide a scope and sequence aligned with the Tennessee English Language Arts Standards for the academic instructional year.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
s. Each lesson contains a list of required materials.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
t. Lessons, chapters, and units contain estimated instructional times.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	No	0			
u. Student materials provide for individual students to have access to text (classroom sets of texts and/or digital platform texts).	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
v. Teacher and student materials include an overview of chapters, table of contents, indexes, and glossaries that contain important ELA terms.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
w. Materials contain an explanation of the research behind the program, including instructional approaches within the program.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
x. Materials include a list of Tennessee English Language Arts Standards in teacher's guide.	48	Yes	0			
	55	Yes	0			
	32	Yes	0			
	59	Yes	0			
	62	Yes	0			
Additional Comments:	Reviewer	Evidence/Notes				
Additional Comments about Section V: Additional Components	48				Total indicators to be re-reviewed:	0
	55					
	32					
	59					
	62					

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