

## ***Wonders and the Danielson Framework***

*“Literacy instruction is, as every teacher can attest, highly complex, ranging from the foundational skills of phonemic awareness and decoding, through advanced interpretation of complex texts. This complexity is a function of both the vocabulary used and the concepts explored. Students bring their own interests and knowledge to this endeavor, with the consequence that a reading passage that is routine for one student can be highly challenging to others. The same considerations apply to the other literacy disciplines of writing, speaking, and language.”*

*– Charlotte Danielson*

*Framework for Teaching: Six Clusters Supporting High-Level Literacy Learning, 2017*

### **Introduction**

*Wonders* resources provide comprehensive support for all areas of the Danielson rubrics, with emphasis on domains 1 and 3.

#### Domain 1: Planning and Preparation

*Wonders* resources are designed to develop teacher clarity around content and craft. Formative and summative assessment tools, as well as multiple supports for student observation and conferring opportunities, provide teachers with powerful ways of knowing their students as listeners, speakers, readers, writers, and thinkers. Teachers and students set and articulate data-informed goals and work together to achieve clear instructional outcomes. Leaders and learners planning with *Wonders* procure, implement, and connect resources for instruction and learning. Principals, literacy coaches, and teachers are supported throughout instructional planning, content delivery, and implementation.

### Domain 3: Classroom Instruction

*Wonders* equips teachers with multiple tools and technologies. Classroom instruction is enriched and empowered by clearly articulated content, expectations, processes, and outcomes. Instruction is inquiry-driven, with essential questions connecting all resources and instructional interactions. Discussion around these inquiry topics clarifies content and equips learners to participate fully in the classroom and beyond.

Instruction is flexible, affording teachers and students a broad range of choice and options for exploration, integration, and presentation of inquiry findings. *Wonders'* engaging resources and assessment-informed instruction allow teachers to be responsive to student needs and to build on student strengths and interests.

## Sources of Evidence in Wonders

Per Danielson's recent development of *The Framework for Teaching: Six Clusters Supporting High-Level Literacy Learning* — a powerful tool to help districts operationalize her earlier *Framework* — *Wonders'* resources build key literacy skills and craft ideal learning environments for literacy instruction.

In addition, in deep correlation with the *Six Clusters* document, because *Wonders* uses rich content as a vehicle for literacy instruction, literacy leaders will find tools within *Wonders* which:

- Deepen conceptual knowledge for all learners.
- Encourage development of academic language.
- Build skills related to argumentation and critique.
- Develop stamina and perseverance with challenging content and texts.

A detailed outline of sources of evidence in *Wonders* for framework domains 1 and 3, including subdomains, follows.

<b>DOMAIN 1: Planning and Preparation</b>		
1a) Demonstrating Knowledge of Content and Pedagogy - content knowledge - prerequisite relationships - content pedagogy	Wonders is designed to develop teacher clarity around content and craft.	
	Content Knowledge	- Content as a vehicle for literacy instruction (science, social studies, and humanities content)
	Prerequisite Relationships	- Vertical alignment of standards, strategies, and skills for accessing content - ACT (Accessing Complex Text)
	Content Pedagogy	- Inquiry-driven work - Assessment-informed instruction - Gradual release of responsibility (modeling, demonstrating, guiding, sharing, independent - set of instructional approaches)
1b) Demonstrating knowledge of students	Wonders provides teachers with powerful ways of knowing their students as listeners, speakers, readers, writers, and thinkers.	
	Child development	- Developmentally appropriate (social emotional learning) - Differentiated texts, tools, and instruction are designed to respect the varied chronological ages, interests, and developmental strengths of learners (including Your Turn Practice Book, Spelling Lists, Leveled Texts and Lesson Cards, Adaptive Learning, and more) - Data Dashboard provides reports and delivers instructional recommendations tailored to respond to students' needs
	Learning process	- Multi-modalities - Blended learning - <i>Instructional Routine Handbook</i> introduces and structures routines for learning, classroom management, and more
	Special needs	- Broad range of leveled texts for access at all learning levels - MTSS and intervention support - Multi-modal instruction to reach all learners: every text is available both in print and digitally, digital texts include audio read-aloud and highlighting features - Scaffolding for English Learners

	Student skills, knowledge and proficiency	<ul style="list-style-type: none"> <li>- Mini-lessons (on skills and strategies) ensure student knowledge and proficiency</li> <li>- Focus on comprehension skills, foundational skills, genre, vocabulary, and strategy</li> <li>- Writing: workshop model focused on genre-based process writing and responding to text</li> <li>- Listening and speaking: multiple recursive opportunities for students to engage in conversations about text, honoring the primacy of speaking and listening</li> </ul>
	Interests and cultural heritage	<ul style="list-style-type: none"> <li>- Rich range of high-interest literary and informational text</li> <li>- Content is reflective of multiple cultures and world views</li> <li>- Learners find themselves within the well-curated texts</li> </ul>
<p>1c) Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>- value, sequence, and alignment</li> <li>- clarity</li> <li>- balance</li> <li>- suitability for diverse learners</li> </ul>	<b>Wonders provides several tools that allow teachers to clearly set, articulate, and achieve instructional outcomes.</b>	
	Value, sequence, and alignment	<ul style="list-style-type: none"> <li>- Vertically aligned scope and sequence guides instruction</li> <li>- Student outcomes pages facilitate clarity around literacy and language goals.</li> <li>- Content knowledge is built throughout the sequence of instruction.</li> </ul>
	Clarity	<p>High leverage instructional approaches as validated by the work of Drs. Hattie and Fisher are embedded throughout the <i>Wonders</i> instructional path, such as:</p> <ul style="list-style-type: none"> <li>- Study skills and annotation</li> <li>- Repeated reading</li> <li>- Classroom discussion</li> <li>- Teacher clarity</li> <li>- Valuing student interest</li> </ul>
	Balance	<ul style="list-style-type: none"> <li>- Balance of teacher direction and student agency</li> <li>- Balance of literary and informational text</li> <li>- Balance of instructional approaches across a gradual release of responsibility model</li> </ul>
	Suitability for diverse learners	<ul style="list-style-type: none"> <li>- Broad range of leveled texts for access at all learning levels</li> <li>- MTSS and intervention support</li> <li>- Multi-modal instruction to reach all learners</li> <li>- Scaffolding for English Learners</li> <li>- Instructional mediation – differentiated vocab, spelling, etc.</li> </ul>
<p>1d) Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <li>- for classroom</li> <li>- to extend content knowledge</li> </ul>	<b>Wonders equips teachers and students with clear ways to procure, implement, and connect resources for instruction and learning.</b>	
	For classroom	<p>Ongoing professional learning tools including:</p> <ul style="list-style-type: none"> <li>- Quick Start course for program implementation support</li> <li>- Dynamic Professional Learning Environment</li> </ul>

<p>- for students</p>		<ul style="list-style-type: none"> <li>- ConnectED teacher resources               <ul style="list-style-type: none"> <li>- Classroom demonstration videos</li> <li>- Coaching videos</li> </ul> </li> <li>On-demand access to program authors and/or research base</li> </ul>
	<p>To extend content knowledge</p>	<ul style="list-style-type: none"> <li>- Digital access reaches outside of classroom to include virtual environment for inquiry and collaboration.</li> </ul>
	<p>For students</p>	<ul style="list-style-type: none"> <li>- Choice-driven classroom library for structured independent reading</li> <li>- Range of commissioned and curated texts for instruction</li> <li>- Student workspace offers parity of digital access to text</li> </ul>
<p>1e) Designing coherent instruction</p> <ul style="list-style-type: none"> <li>- Learning activities</li> <li>- Instructional materials and resources</li> <li>- Instructional groups</li> <li>- Lesson and unit structure</li> </ul>	<p><b>Wonders supports principals, literacy coaches, and teachers as they plan, implement, and assess coherent instruction.</b></p>	
	<p>Learning Activities</p>	<ul style="list-style-type: none"> <li>- Skills-practice games</li> <li>- StudySync Blasts afford opportunities for collaboration, deepened comprehension, and constructive peer critique.</li> <li>- Research and Inquiry Projects</li> </ul>
	<p>Instructional materials and resources</p>	<p>Comprehensive <i>Instructional Routine Handbook</i> which includes:</p> <ul style="list-style-type: none"> <li>- Vocabulary routines</li> <li>- Spelling routines</li> <li>- Text reconstruction routines</li> <li>- Close reading routines</li> </ul> <p>All Teacher’s Editions include an articulated and flexible close reading protocol that can be applied to any text.</p>
	<p>Instructional groups</p>	<ul style="list-style-type: none"> <li>-Variance in student grouping, text supports, and teacher mediation to expedite movement of <i>Wonders</i> learners toward more complex texts and/or tasks.</li> <li>-Data-informed balance of whole group, small group, collaborative, and individualized instruction builds on strengths of all students.</li> </ul>
	<p>Lesson and unit structure</p>	<ul style="list-style-type: none"> <li>-Online Lesson planner affords opportunity for teacher to adapt the core pathway of instruction to meet a range of class-wide and individual student needs.</li> </ul>
<p>1f) Designing student assessments</p> <ul style="list-style-type: none"> <li>- Congruence with outcomes</li> </ul>	<p><b>Wonders supports teachers as they design and implement tools for formative and summative assessment.</b></p>	
	<p>Congruence with outcomes</p>	<ul style="list-style-type: none"> <li>-Range of standards-aligned and validated assessments are readily available to the <i>Wonders</i> teacher.</li> <li>-Teachers customize and build assessments by pulling from a well-curated collection of test items.</li> </ul>

- Criteria and standards	Criteria and standards	-Data from teacher-designed assessments can be disaggregated by skill, strategy, and standard.
- Formative assessments	Formative assessments	- <i>Wonders</i> includes a range of observational checklists, rubrics, and student self-reflection tools for formative assessment.
- Use for planning	Use for planning	-Data Dashboard provides readily accessible information on all aspects of the instructional path, affording multiple opportunities for teachers to plan and adapt instruction.

<b>DOMAIN 3: Instruction</b>		
3a) Communicating with students	<b>Wonders equips teachers with multiple tools and technologies with a focus on clearly sharing content, expectations, processes, and outcomes.</b>	
	Expectations for learning	-Student Outcomes pages clearly articulate goals for students.
	Directions and procedures	-Reading/Writing Workshop Mini-lessons provide clear articulation of strategies and skills to be appropriated by all students.
	Explanations of content	-Print and digital student models – including videos of students in collaborative conversation and anchors for genre-based writing - are provided for all students.
	Use of oral and written language	-Print and digital student models – including videos of students in collaborative conversation and anchors for genre-based writing - are provided for all students.
3b) Using questioning and discussion techniques	<b>Wonders instruction is inquiry-driven. Essential questions connect all core instructional resources and interactions. Classroom discussion clarifies content and empowers learning.</b>	
	Quality of questions	-Articulated Close Reading Routine equips all learners to ask and answer questions at escalating Depth of Knowledge levels. -Close Reading Companion provides ongoing access to performance tasks which require learners to listen, speak, read, write and think across a connected text set.
	Discussion techniques	-Collaborative Conversation Videos, varied instructional routines, and consistent lesson design engage all learners in the development of standards-informed discussion techniques.
	Student participation	-Range of rubrics and checklists inform and enhance student participation in discussion.
3c) Engaging students in learning	<b>Wonders resources and instruction are focused on building student agency and independence. Students take an active role in creating classroom culture and outcomes.</b>	

	Activities and assignments	-Student Workspace Landing Page on ConnectEd affords access to a range of assignable interactive texts, games, and collaborative tools.
	Student groups	Students participate in a flexible and dynamic range of grouping opportunities including: -Whole Group -Small Group -Partnered Instruction and/or Practice -Individuated Instruction (Conferring) and/or Practice
	Instructional materials and resources	Student Resources include: -Digital Student Workspaces and Texts -Classroom Libraries -Reading/Writing Workshop -Literature Anthologies -Close Reading Companions -Leveled Texts
	Structure and pacing	Wonders students benefit from: -Vertical alignment of content, instruction, and materials. -Consistent design of texts and tools -Use of well-curated connected text sets -Articulated standards-driven scope and sequence
3d) Using assessment in instruction	<b>Wonders instruction is informed by ongoing formal and informal assessment.</b>	
	Assessment criteria	Well-designed assessment tools and protocols include: -Placement and diagnostic assessments -Formative assessments -Summative assessments -Rubrics, checklists, and inventories -Running records and miscue analyses tools
	Monitoring of student learning	-Data Dashboard provides ongoing monitoring of student progress.
	Feedback to students	-Meaningful teacher/student feedback is provided throughout all instruction with <i>Wonders</i> . -Peer reviews (e.g. StudySync Blasts) and student/teacher conferences also provide ongoing feedback for learners. -Students have opportunities to assess their own work and that of their peers

	Student self-assessment and monitoring	-Students self-assess in a range of areas including fluency, comprehension, and oral competency.
3e) Demonstrating flexibility and responsiveness	<b>Wonders instructional pathways are flexible, allowing teachers to be responsive to student needs and to build on student strengths and interests.</b>	
	Lesson adjustment	-Monitor and Differentiate icons to guide instruction are placed throughout the Teacher's Editions.
	Response to students	-Adaptive Learning Pathway, a component of WonderWorks, affords a flexible pathway for all learners.
	Persistence	-Access Complex Text (ACT) tools from Dr. Doug Fisher leverage the power of productive struggle for all learners.