

3 Pros for Reading Street based on the guiding principles	3 Pros for Wonders based on the guiding principles	3 Cons for Reading Street based on the guiding principles	3 Cons for Wonders based on the guiding principles	Additional Comments Regarding Reading Street:	Additional Comments Regarding Wonders:
Adaptability, county support, writing instruction	Assessments, scope and sequence, explicit instruction	Organization, scope and sequence, interface	Rigid offering, lack of experience, lack of county support	It has a lot of tools and the common application throughout the area is very appealing.	Visually impressive but my concern is we would be going it alone.
Common formative and summative assessments, awesome online components, OUTSTANDING ISD support	Tier 3 interventions built in to program, online components were awesome, and the program ease of use.	ISD push to pick RS, embedded writing program seems lacking...	Tier 3 costs extra, embedded writing program seems lacking, NO ISD support in place (will take a while to assist teachers)	One can't beat the ISD support for this program.	Wow. Really liked this program. This is my preference, but I defer to my Elementary colleagues
ISD support, tiered interventions	Tiered Interventions, strong online components, ease of use	Outdated material, ease of use was cumbersome	Minimal ISD support	Not as much teacher support for Reading Street as for Wonders. ISD support for this program would be stronger, we could speak to others in the county as to what works and what does not	Strong teacher support, ease of use was impressive, more modern online than Reading Street, we would be the lone wolf in the county, ISD support would not be as strong
1) Very effective and explicit teacher edition 2) Organized program 3) Lots of different ways for student access	1) Very effective and explicit teacher edition 2) Everything seems to be very well organized. Very teacher friendly 3) The materials seem to be well developed for student achievement.	1) Not sure about the effectiveness of the writing program. 2) Not very teacher friendly in terms of ease of access. 3) We'll be getting an edition that is already 3/4 years old.	1) Wonderworks need to be purchased 2) Not sure how well writing program is. 3)	Overall: 5/10	Overall: 8/10
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<p>Tier 2/3 Interventions: built-in and established Best Practice: despite being a little older than the other programs, Reading Street does offer the best practice opportunities ISD support: with the outstanding support in place (coaching, collaboration, tech support, etc.) this seems like a clear selling point</p>	<p>Ease of use: particularly in terms of lesson planning and online tools CCCS Alignment: built with CCCS in mind - everything is there Best Practice: aligns with recognized best practice</p>	<p>CCCS Alignment: a slightly older program, it may not tie in so closely to CCCS Program Ease of Use: does seem to require more creation at the teacher level, which is worrisome Technology: again, a slightly older program, the interfaces are not quite as clean and up-to-date as the other program</p>	<p>ISD/Local PD Support: without other districts in the ISD using this program the layers of support are not there that might be for other programs Technology: while this is also a strength, there are always the growing pains that go along with a new technology platform and that can potentially bring issues Data: is limited based on newness of the program</p>	<p>Data in the ISD shows that this program has shown results, but will they continue or will they flatline Does not seem as fluid as Wonders in terms of ease of use</p>	<p>Phonemic instruction is strong, but still focuses on the love of reading as well as writing process (6+1 Writing Traits) Assessment options appear to be what's needed to move toward growth data Tier 3 is present with WonderWorks</p>

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<p>All, material in print is online, there is an additional programming for tier 3, 50/50 divide of fiction/nonfiction, has work and information on text complexity, gradual release of work, 6 leveled readers connected to weekly topic, everything is audio supported,</p>	<p>All, material in print is online, there is an additional programming for tier 3, the program is laid out nicely for teachers with ease of pacing. There are a lot of assessment options for each grade level. Each lesson story has 4 leveled readers with the same topic/cover just different readability level. Additional title on same topic available at the tier 3 level. The lessons are adjustable based on pacing and student levels. gradual release of information, each student has a close reading consumable, All of the material needed for independent work stations are provided by the program. Assignments are assigned automatically with each unit based on student level, everything is audio supported</p>	<p>Reading isn't started at the class level until the last 6 weeks of school, 30 weeks of in depth letter activities. The 5 day planner seems rigid. Leveled readers are 75% informational 25% fiction, independent learning stations have ideas but the teacher has to provide/make additional material for the activities.</p>	<p>Not sure how in depth the Wonder works, ISD support is less than what is available for Reading Street, Wonders is unknown to</p>	<p>More districts in the ISD with reading street, help with purchasing, IT support through ISD, I DO NOT VOTE FOR READING STREET!</p>	<p>Seems so much easier to follow and work with as a teacher and more student friendly. I VOTE FOR WONDERS!!!!!!!!!!</p>

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<p>ISD Support, 10% Discount, local achievement data</p>	<p>Program ease of use, Best practice instructional components, National data and research supporting the program</p>	<p>Lacks ease of use in Teacher Edition and the online components, does not meet best practice standards for small group reading instruction, the team has only looked narrowly at local achievement data whereas we should be looking at achievement data from a larger pool</p>	<p>Lacks ISD support, will cost the district more money, we do not have local achievement data for this program</p>	<p>I would not recommend the adoption of Reading Street. I have yet to hear anything positive about Reading Street from another teacher that did not come with a set of qualifiers. Considering the prep time that will go into making this program user friendly terrifies me. I do not see the local data being a result of a specific program, but rather a result of an aligned program. Reading Street is not a magical program that some are promising it is.</p>	<p>I would recommend the adoption of Wonders. The program is far superior in its ease of use across the board. The implementation would not require what sounds like multiple days of PD that would be required of Reading Street just to make sense of how things are laid out. The program would not require the purchase of additional slides for presenting the material, or the creation of workstation materials that are required in RS. The only thing more valuable than money is time. Wonders would allow teachers' time to be allocated where it should be...teaching and learning...not weeding through a poorly arranged reading series.</p>

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<p>ISD support Kickback Common Core aligned</p>	<p>Common Core aligned User friendly and more engaging for students Longer "shelf life"--more current and will stay rigorous and relevant in the 7 year cycle</p>	<p>Extremely complex--even the presenter could not find things she was looking for. Time consuming--teachers would have to spend hours preparing a single lesson Out of date--if the next edition is an entirely different program (ReadyGen), this cause concern that the publisher realizes that it is an older program and needs update, but created a different program.</p>	<p>Lack of support Cost unknown No other Ingham district is using</p>	<p>I would select this program</p>	
<p>Everyone is doing it, so...ISD support and collaboration</p>	<p>Program ease of use</p>	<p>It's old and antiquated. It is not user friendly.</p>	<p>None</p>	<p>Putting a sword in the hands of a pacifist does not produce a gladiator.</p>	<p>I vote for Wonders.</p>

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<p>Similar to Prentice Hall, the current middle school program (which is only a pro if we keep that program), CCSS aligned, Support services available through the ISD.</p>	<p>CCSS aligned, Intuitive design in print and online, Clear and connected writing and grammar components</p>	<p>Older program (copyright 2013), Online and print teacher resources are difficult to navigate for teachers and at-home practice, Lacks chapter book opportunities (for extended reading practice)</p>	<p>Level of ISD support is unclear/unknown, Cost is unclear and potentially more, Lacks chapter book opportunities (for extended reading practice)</p>	<p>If given the opportunity to vote, I would not vote for Reading Street even though the cost may be less and it may come with more ISD support. Our district is already behind with the implementation of Reading Street...while the other districts are at the point of filling in the holes and perfecting this program, as the ISD stated in their presentation, we would be just beginning it which still leaves us behind the other districts rather than with the opportunity to move ahead with something fresh and new.</p>	<p>If given the opportunity to vote, I would vote for the district to purchase Wonders. It is clear that the elementary teachers favor the design of the print and online features of this program which may give us the edge we are hoping to gain by purchasing a new program.</p>

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1. ISD Support, Local District Collaborative Opportunities, and 3. CCSS Alignment	1. Program Ease of Use, CCSS Alignment, 2. Strong Tier 2 intervention with the guided reading group color banded books that cover the same information but with different complexity of text, and 3. Comprehensive Assessment Components	1. Program Ease of Use (the online and print manuals seem hard to use, teachers must search a lot to find the desired materials), 2. 21st Century Online/Technology Components (although the program is available online, the components do not seem to be as up-to-date as the technology components we saw in some of the other programs we saw), and 3. Embedded Speaking and Writing Components (there is an embedded component, but I do not believe the writing component is as strong as the MAISA units we are currently teaching).	1. Lack of ISD Support/Local District Collaborative Opportunities, 2. Data and Research (due to the fact that the program is so new, there is not a lot of data or research out there), and 3. The Tier-3 Intervention materials must be purchased separately	I understand if the district needs to adopt Reading Street due to the support the district will receive from the ISD. However, I would prefer the district to adopt Wonders.	I recommend adopting Wonders.
1. County collaboration and ISD support 2. Positive assessment data results from local districts 3. Comprehensive Program and Assessments	1. Ease of use with materials in the planning tool 2. Newest product available 3. SMART Board lessons/slides are available and update with the planning tool	1. "Older" program 2. Online platform is more difficult to navigate 3. Teacher perception of and support for this program	1. No local districts to collaborate with, observe, or learn from 2. Too new to have data to support 3. ISD will be learning along with us, rather than leading/guiding us		In the end, both are common core aligned programs with similar philosophies. The factors that will truly move the dial on our data is a solid implementation plan, strong leadership, and motivated/excited teachers.

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(1)ISD support is in place (2) CCSS aligned	(1) K-2 daily & 3-6 weekly lessons on foundational skills while accessing complex text (2)Online components are flexible and automatically adjust the day's teaching material based on changes made by clicking and dragging (3)Spelling based on Words Their Way (research based) and there are three differentiated lists provided each week	(1)ALL reading material revolves around science and social studies - why no authentic literature? (2) Kindergarten students are doing 36 weeks of alphabet work vs. 6 weeks of reading (3) Significant teacher prep of classroom student use materials and technological components used for teaching lessons	(1) It will take some work/time for the ISD to support us	At every IISD PD I have attended, teachers from other districts in the IISD that use Reading Street repeatedly express their dislike for the curriculum. Why would we want this for Mason? What is inspiring about that?	I recommend Wonders be adopted by the district. It is curriculum that will be engaging for students and teachers alike while being CCSS aligned. Empower teachers with the opportunity to be inspired by a curriculum they will teach, day in and day out, for 5+ years. This will help everyone in the Mason Public School District succeed!

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<p>Experienced support from ISD. Ability to compare more easily when looking at scores of neighboring districts, since we are using same core, (however we must also consider what other things districts have in place that we may not when comparing scores). Ability to confer with other districts already implementing the program.</p>	<p>The similarity to Reading Street will make it extremely easy for ISD to transition to support our training. Wonders relied on experts, and proven programs, in many fields to include in their program; 6+1 Traits of Writing, Words Their Way spelling program utilized (which has been proven to be highly effective in many surrounding districts), Close and Critical Reading top expert had a hand in creating Wonders. Technology and teacher/student materials included were easy to navigate, user friendly for creating lesson plans, appealing to specific grade targeted students, included authentic text to foster a love for reading, and engaged children in foundational skills needed to develop fluency daily for k-2, weekly for 3-6.</p>	<p>Technology and materials provided for daily use were difficult to navigate (even the presenter got lost and confused on how to find topics) as well as incomplete, relying on teacher prepped items to be used on an almost daily basis (the uniformity of these materials will not occur from teacher to teacher). Passages recorded only with a lexile level will be confusing to staff as we are not familiar with lexile levels and how they correlate with GR levels or colors levels we have been trained on in the past. All reading passages are social studies or science related, leaving out any other type of literature that may spark a love of learning/ reading in a child of any age. We would be adopting the 2013 version...already 4 years old at time of adoption. That's huge when considering we as a district want to keep up to date and current with the best available curriculum.</p>	<p>The unknown of it being a new program and not having many districts to confer with or compare results. We would be learning alongside the ISD.</p>	<p>At every IISD PD I have attended, teachers from other districts in the IISD that use Reading Street repeatedly express their dislike for the curriculum. I discourage the adoption of Reading Street as our Core Curriculum.</p>	<p>My choice would be for Mason Public School to adopt Wonders as their next Core Curriculum to be implemented. This curriculum will be engaging for students and teachers alike, while also being CCSS aligned. Make the clear choice that will empower teachers with the opportunity to be inspired by a curriculum they will teach, day in and day out, for 5+ years.</p>

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<p>1. ISD support (implementation, coaching, professional development.</p>	<p>1. Modern program developed well after the release of the CCSS 2. Technology enhancements will help prepare students for 21st century learning and provide better</p>	<p>1. The program was published in 2013 and hasn't been updated</p>	<p>1. The nearest district that uses the 2017 version of Wonders is Utica so there would be</p>	<p>At its core, reading street is a quality program that is supported by the ISD and used by many Ingham and Eaton county school districts. It has data to prove that it has a positive impact on student achievement. However, it's a 2013 product that has had several components</p>	<p>Wonders is a quality program that looks very similar to Reading Street. It was developed to be a comprehensive program with all its pieces built to ensure that Tier 1 instruction is at the center of all learning with arts integration lessons, technology lessons, and tier 2/3 interventions all supporting Tier 1. The online planning tool for Wonders is impressive and its technology components are equally as impressive. In regard to technology, teachers have the ability to lead online threaded class discussions, students can write about current events articles/videos online and read/respond to other students comments from around the world, all pdfs are editable, all text has audio, assessments are available online, the program has over 7,000 electronic leveled readers, and more. All this said, there is little data to support the program's impact on student achievement and there will be limited support from the ISD. This will put an additional strain on Mason's IT department, curriculum department, building principals, and elementary teachers/reading</p>

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