

Wonders





Wonders supports paths for all learners

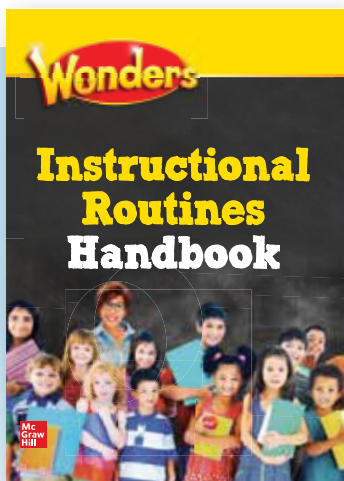
Students begin their learning journey at different entry points and advance at different speeds. Teachers need the continuity of a single curriculum that works for all—so that every learner is engaged, challenged, and experiences success.

Wonders® helps differentiate instruction by varying content, adjusting the instructional process, using specialized resources, and ensuring that all students have an access ramp to learning. Teachers will find embedded support for:

- English language learners (ELLs)
- students who may benefit from Tier 2 Support
- gifted and talented learners

Wonders provides intervention for some and enrichment for all by accommodating learner variability through:

- **Small group time.** Research tells us the most effective learning happens during small-group instruction.
- **Scaffolded instruction and resources.** Supporting materials embedded in the instruction that offer reinforcement, give access to all, close learning gaps, and help students “level up”.
- **Independent learning.** Additional choices to extend the student’s knowledge and area of interest, create ownership and accountability, and boost motivation.
- **Leveled readers.** A wide range of levels within each of four complexity bands to ensure students continue to grow as readers, writers and critical thinkers.
- **Universal Design for Learning (UDL).** *Wonders* employs the three main principles of UDL throughout instruction: Representation, Action and Expression, and Engagement.



The Instructional Routines Handbook provides educators with valuable information about how *Wonders* was developed to integrate UDL, outlines classroom supports and routines, and explains how these resources play an important role in fostering an equitable learning environment, where all students feel supported, encouraged, and empowered. Request a free trial and see pages 160–203 in the Handbook to learn more: mheonline.com/samplewonders

Wonders ensures success for English Language Learners

English language learners (ELLs) face the unique challenge of mastering the English language and gaining content area knowledge simultaneously—all while being held to the same standards and expectations as their peers. *Wonders* creates learning experiences that inspire confidence, increase student engagement, and build language skills.

Accommodating a wide range of learners, *Wonders* serves three defined proficiency levels: Beginner, Intermediate, and Advanced/Advanced High. Teachers will also find support for Newcomers.

ELL English Language Learners SCAFFOLD

Use the following scaffolds with **Text Feature: Bold Print, Guided Practice/Practice**.

Beginning
Point to the text under the first image. Ask: *Which word looks different? Have children respond: **Morning** looks different. What is the different type of text called? (bold)*

Intermediate
Point to the text under the first image. Ask: *What is the most important word? (**morning**) Why is it important? It is important because it is in **bold**. It shows that **morning** is an important idea.*

Advanced/Advanced High
Point to all three parts of the poster. Ask: *What words did the author put in bold? (**morning, noon, night**) Why did the author put those words in bold? (to show that those are the most important ideas)*

Newcomer

Use the **Newcomer Online Visuals** and their accompanying prompts to help children expand vocabulary and language about Life at School (Unit 1, 5-9). Use the Conversation Starters, Speech Balloons, and Games in the **Newcomer Teacher's Guide** to continue building vocabulary and developing oral and written language.

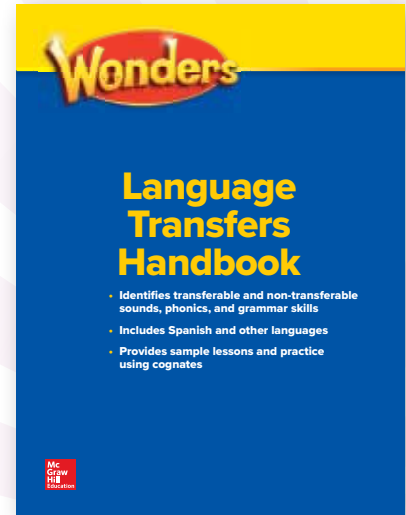
Grade 2 Teacher's Edition

Wonders provides teachers with research-based scaffolding strategies. It also offers clearly noted ELL instruction by proficiency level that does not compromise rigor or instructional content. This allows students to meaningfully participate in every classroom unit of instruction, including reading, writing, speaking, and listening on a daily basis.

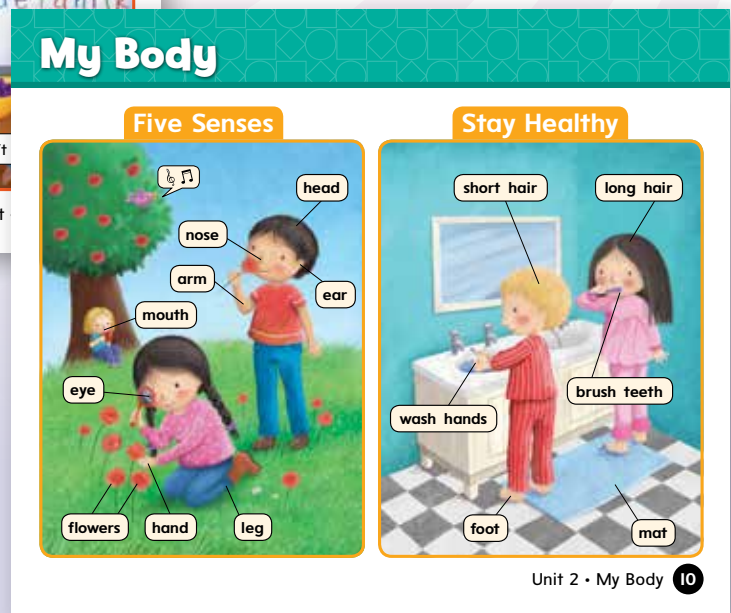
- **Text reconstruction routine** – a grammar in context exercise where teachers read a single chunk of text while students listen, take note of key words and phrases, and add details and facts. Then they reconstruct the text in their own words.
- **ELL scaffolded shared read** – texts are divided into small chunks followed by questions, a word bank, and definitions of key vocabulary. Students create their own glossary of words.
- **Sentence deconstruction** – a powerful strategy in which students analyze a sentence from the anchor text to understand how grammar skills work, and focus on language development in context.
- **Independent time section** – students create an interactive vocabulary word wall, then partner with peers on vocabulary building activities and grammar skill practice through reading and speaking.

Other ELL resources include:

- **Language Development Practice** – targets student practice to build English language skills according to the needs of the students as determined by data and by teacher observation.
- **Language Transfer Handbook** – guides students to transfer phonics, grammar, cognates and other skills from their home language to the study of English. This Handbook also supports teachers by providing background knowledge on sounds that don't exist in certain languages; this helps teachers distinguish between language and concept issues.
- **Newcomer Teacher's Guide** – lessons that build oral language and give students the opportunity to communicate with teachers, peers and their community.
- **Newcomer Cards** – designed to get students talking about school, home, and the world around them using colorful illustrations and photographs to stimulate conversations.



K-2 Newcomer Cards

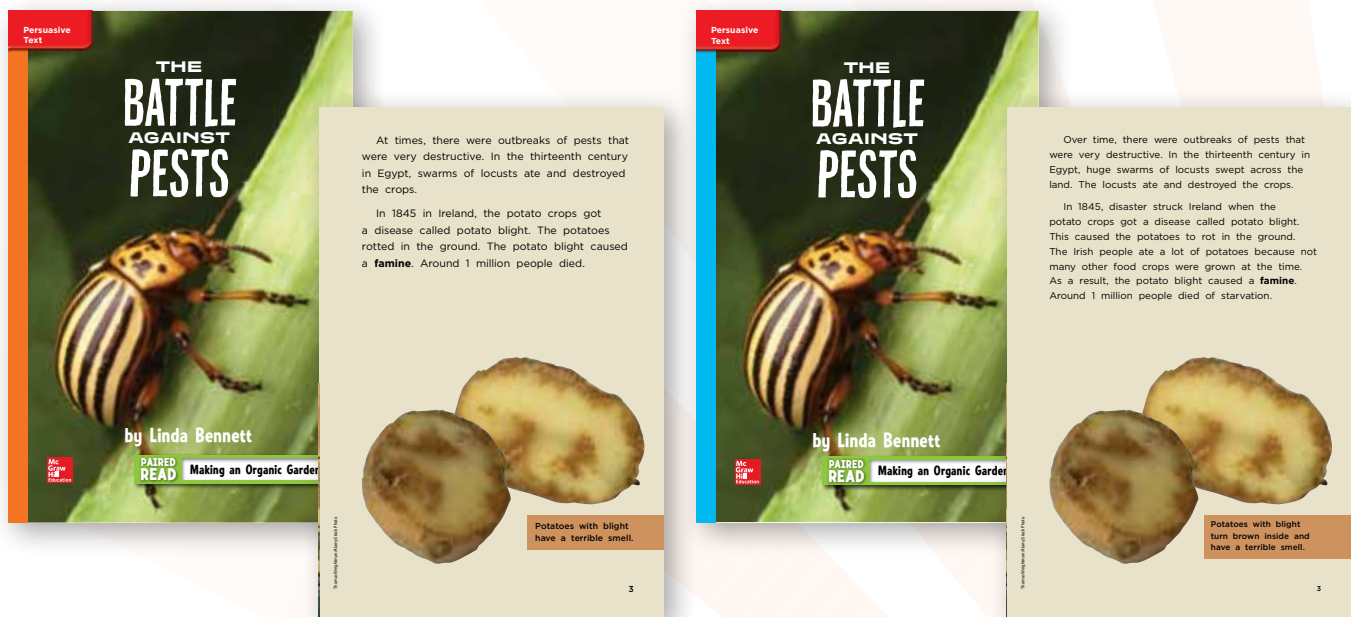


Helping students who may benefit from Tier 2 support

Wonders provides focused Tier 2 intervention that may help readers who are reading below grade level proficiency or who are not meeting learning standards.

With flexible options and proven, research-based instruction, *Wonders* helps students “level up” and rapidly accelerate back to grade-level standards. Scaffolded texts and text features give students whose proficiency is approaching grade level equitable access to the same content as their peers. They also benefit from specialized supports so they can move up to grade level texts whenever the time is right for them.

Teachers have digital access to Leveled Readers for every grade in the *Wonders* program. They can be assigned to students to provide additional skills practice and independent reading opportunities as they build reading strength and stamina.



Approaching Grade Level Reader,
Grade 4

On Grade Level Reader,
Grade 4

The Approaching Grade Level readers provides access to the same content and vocabulary as the On Grade Level readers. Approaching level text is written to a lower Lexile level, and text features and scaffolds help students access the content. Level Up features in the Teacher’s Edition help teachers determine when a student is ready to advance to the On Grade Level texts.

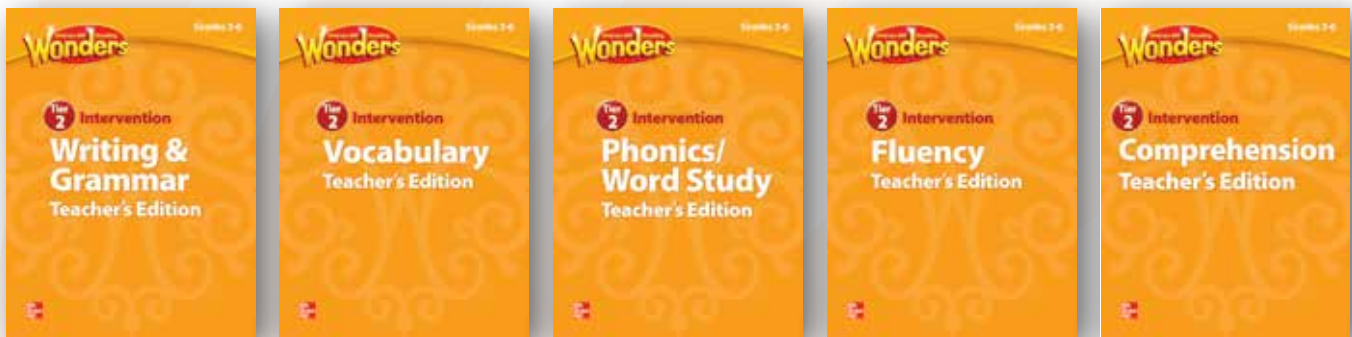
Data-driven Tier 2 support

Informed by data, *Wonders* helps educators match students to instruction to teach, re-teach, and practice key skills for students who may benefit from additional support. Tier 2 support is found within the Approaching Level small group lessons in the *Wonders* Teacher's Edition, as well as five additional Tier 2 digital handbooks targeting comprehension, fluency, vocabulary, phonics and word study, and writing and grammar.

Intervention support includes:

- Daily quick-checks of understanding
- Monitor and differentiate features to guide identification of students who may be struggling with a skill
- Small group mini-lessons for quick remediation

The *Wonders* Data Dashboard helps track student progress toward skill mastery and suggests grouping and recommended lessons for targeted instruction. The Data Dashboard's analytics are powered by the results of integrated assessments, classroom observations, and interactive teacher rubrics, using meaningful data to achieve meaningful outcomes.



Tier 2 digital handbooks provide additional support across foundational skills, comprehension, and writing.



WonderWorks, our connected Tier 2 curriculum, provides access to the same weekly core instruction, content, and vocabulary, through scaffolds and additional practice.

To learn more about *WonderWorks*, please contact your local McGraw Hill representative.

Wonders enriches and extends learning

Wonders provides enrichment opportunities with accelerated resources and “Gifted and Talented” instructional suggestions that extend thinking and enhance learning.

During small group/guided reading, students at every level are encouraged to “level up” to the next proficiency band, or explore Gifted and Talented challenges if the students have already mastered a skill or strategy. The goal is to invite every student to advance their literacy learning through texts, tools, and technologies that foster engagement.

Paired Read: “So Many Clocks!”



Make Connections: Write About It

Before reading, ask children to preview the title page and prompt them to identify the genre as nonfiction text. Then read the Compare Texts direction in the **Leveled Reader**.

After reading the selection, have children work with a partner to discuss how the information they learned in *Uncle George Is Coming!* is similar to what they learned in “So Many Clocks!”



Leveled Reader



Gifted and Talented

Synthesize Challenge children to think of the various ways we keep track of time. Children should write about what they use to plan and stay organized. Encourage them to consider how clocks are helpful to our lives.

Extend Have children use facts they learned from this week’s readings or do additional research to find out more about clocks.

Your Teacher’s Edition includes Gifted and Talented feature boxes at point of use, offering ways to challenge students and enhance learning. These additional activities require a higher Depth of Knowledge (DOK) level and call for synthesis, evaluation, and extended thinking.

Your Teacher’s Edition also provides extension opportunities in the Gifted and Talented features within the Small Group Differentiated Lesson pages for Beyond grade level.

SELF-SELECTED READING

OBJECTIVES

Compare and contrast the point of view from which different stories are narrated, including the difference between the first- and third-person narrations.

Read Independently

Have students choose a fiction book for sustained silent reading. Students can check the online **Leveled Reader Library** for selections. As they choose, they should consider their purpose for reading.

- As students read, have them fill in a copy of online Point of View **Graphic Organizer 146**.
- Remind them to visualize the main events, characters, and setting to better understand the story.

Read Purposefully

Encourage students to keep a reading journal. Ask them to read different books in order to analyze the points of view of different narrators.

- Students can write summaries of the books in their journals.
- Ask students to share their reactions to the books with classmates.



Independent Study Challenge students to write a letter to a friend discussing a time they helped out in the community. Have students structure the letter as a short story to tell their friend about their experience.

Wonders enrichment resources also include:

- Classroom library books and online lesson plans
- Gifted and Talented feature boxes in the Teacher's Edition
- Small group support
- Differentiated genre passages
- Vocabulary strategies
- Workstation activities
- Guidance for literature circles
- Independent reading and writing
- Inquiry Space research projects (Grades 3–5)
- Research and Inquiry lessons
- StudySync Blasts



The Independent Reading focus in your Teacher's Edition provides options for small group time that support student choice and flexible options for enrichment.



Soon the room darkened to black. Then the ceiling began to sparkle with twinkling stars. "That looks nice!" said Malik. The boys lived in the city, so they didn't get to see real stars very often.

The sun flew across the ceiling. It rose and set in fast motion. The moon moved across the sky, too.

Malik knew it was just a movie, but the moonlight made him feel sleepy, as if it really were nighttime.

Literature Circles

Fiction

Thinkmark

Setting

Where does *Shadows in the Sky* take place?
Could *Shadows in the Sky* have taken place somewhere else? Why or why not?

Characters

Who are the characters in *Shadows in the Sky*?

How would you describe Jamal?

Sequence of Events

What happened **first**, **next**, and **last** in *Shadows in the Sky*?

Make Connections

What other things do you know about a planetarium?

Beyond Level leveled texts are 6–12 months above grade level and offer advanced opportunities for close reading, collaboration, integration of knowledge and skills development.

- Robust, independent reading options
- Enrichment scaffolds and resources
- Recommendations for challenging advanced learners

Teachers have access to the full digital Leveled Reader Library, covering grades K–6. Almost 1,000 texts are available to assign to any student at any time, and can be filtered by Lexile™, theme, topic, skill, or grade level.

Beyond Level texts are provided at a higher Lexile™ level, with leveled activities and guidance for Literature Circles in the back of each reader.

Professional development to support all learners in your classroom

Educating students with diverse abilities is a big responsibility. You don't have to figure it out alone. *Wonders* offers a wide range of resources, support and professional development to help you meet every student where they are. *Wonders* is designed to help you explore the ways in which you can structure differentiation and empower intervention in your classroom.

Point-of-use support

Our Teacher's Editions embed daily support with dedicated lessons and key assessment points for each grade level. Every Teacher's Edition includes:

- **Start Smart** – embedded, “on-the-job” professional development helps teachers learn *Wonders* while teaching *Wonders* (Unit 0 for Grades K–1; Unit 1, Week 1 in Grades 2–6)
- **Scope and Sequence** – an overview of *Wonders*' skills, content and how to plan, differentiate and confirm standards coverage
- **Progress Monitoring Guidelines** – an outline of the skills assessed, instructional focus and informal assessments guidelines

Wonders Professional Development

Resources are just a click away with *Wonders* Professional Development, available through your Teacher Workspace. Accessible 24/7, teachers and leaders can view on-demand videos, instruction modules, and research-based white papers.

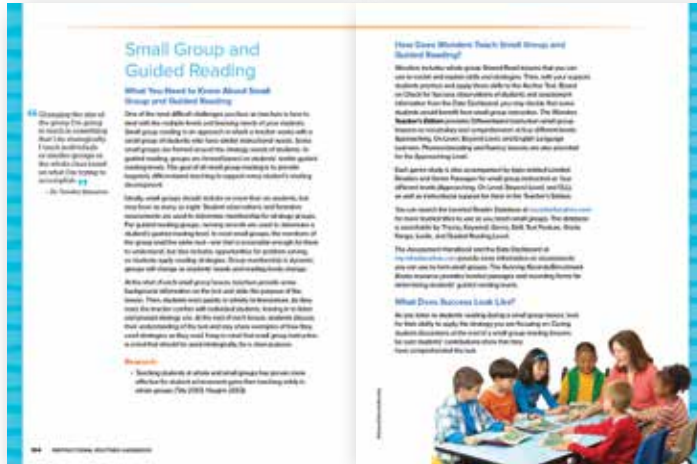
The *Wonders* Basics module provides an overview of the program, while the *Wonders* Digital Quick Start module gives teachers what they need to get their digital workspace up and running. Other modules provide dual language instruction, model classroom and author/coaching videos, assessments & data, and suggestions on managing small-group time.

Access on-demand videos, instruction modules, and research-based white papers.



Instructional Routines Handbook

- Wonders** Instructional Routines Handbook outlines the research behind its recommendations to clearly demonstrate what classroom success looks like. Teachers can easily follow the step-by-step guide through the key instructional practices embedded in **Wonders**. Teachers will learn to establish routines that support best classroom practices and encourage student independence, focus on new skills, and participation in visual learning.



The Instructional Routine Handbook provides guidance for working with small groups, Universal Design for Learning, supporting students with dyslexia, Tier 2 intervention support, and more!



Other resources in your Digital Workspace include:

- Pacing Guide
- Know Your Reports Guide
- Managing Small Groups: A How-To Guide
- Research Base Alignment
- Resource Library

Wonders

LEARN MORE!

Visit us: mheonline.com/Wonders-DifferentiationBrochure

