




Welcome to Wonders



“The students love their books. With this curriculum, we have fantastic informational text and a variety of genres.”

— Becky Boyle, Campbell Elementary, Lincoln, NE

“I feel that my students are lucky to be exposed to Wonders. It makes a world of difference. The online piece has made my job easier and allowed me to become a better teacher.”

— Todd Kimmel, Horatio B. Hackett School, Philadelphia, PA

“Students are able to do more than we thought they could. We have raised the rigor and they want more. The conversations that are happening between my students are more sophisticated.”

— Heather Griffith, Lakeside Farms Elementary, Lakeside, CA

The Power of Connection

Wonders is a comprehensive K-6 ELA/ELD program built on your new standards. Through its intentional instruction, inspiring content, and purposeful technology, *Wonders* prepares all students for college and career in the 21st century.

Connect Your Students to Core Standards

Discover the power of fully connected programs built for English Language Arts, English Language Development, intervention, and immersion. Make every instructional minute count as students move ahead efficiently, always focused on the same skills, strategies, and standards.

Connect Your Students to Inspiring Literature

Wonders is filled with exemplars, award-winners and other high-interest literary and informational texts that range across many genres, eras, and cultures. As students engage with the Essential Questions, they're gaining access to complex texts, collaborating with their peers, and becoming accomplished at writing to sources.

Connect Your Classroom to the World

Wonders provides you with unsurpassed resources that support your instruction – 100% print, 100% digital, or anywhere in between. From weekly school-to-home letters in nine languages, to multimedia resources that speak to students in their own vernacular, *Wonders* makes the connections that prepare students to succeed.

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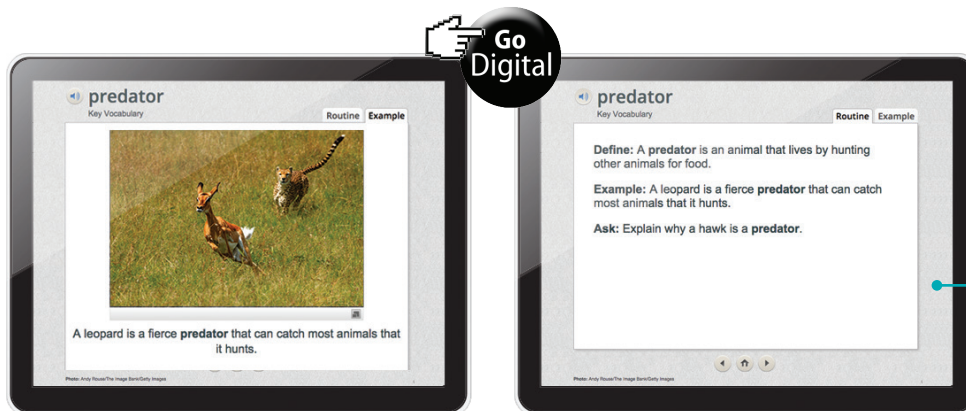


The Power of Connected Programs

Link every minute of your instructional day and watch your students blossom.

The fully connected *Wonders* programs: *Wonders*, *Wonders for English Learners*, *Maravillas* and *WonderWorks* all focus on the same Essential Question, vocabulary, skills, and strategies throughout a given week – whether students

are in the core ELA classroom, participating in designated English Language Development instruction, or benefiting from intensive intervention support. With *Maravillas*, students also receive equitable, parallel dual immersion instruction.



Domain-specific vocabulary is reinforced throughout the week



CCSS Shared Read Genre • Expository Text

Animal Adaptations

Essential Question
What helps an animal survive?
Read about ways different animals adapt to their environments.

The Essential Question – The anchor for the week's instruction

Essential Question
What helps an animal survive?
Read about ways different animals adapt to their environments.

What would you do if you saw a skunk raise his tail? If you knew anything about skunks, you would run in the opposite direction! Skunks have a built-in survival system. They can blast a **predator** with a horrible-smelling spray produced by the glands under their tails.

The special ways that animals have to survive are called adaptations. These include physical traits such as the skunk's spray and animals with bright colors and markings that warn predators that they are **poisonous**. Some animals can sense the smallest **vibrations** in the ground. Others hear sounds from miles away. An adaptation can also be a behavioral trait. An example of a behavioral trait would be birds that migrate south every winter to avoid harsh temperatures.

Staying Warm

Brrrr! Imagine living in a place where the average annual temperature is an **extraordinary** 10 to 20° F. Welcome to the Arctic tundra of Alaska, Canada, Greenland, and Russia, home of the caribou. To stay warm, caribou have two layers of fur and a thick layer of fat. They also have compact bodies. Only 4 or 5 feet long, caribou can weigh over 500 pounds.

The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. This hair helps to warm the air before they inhale it into their lungs. It also helps to keep them warm as they push snow aside to find food.

When a skunk turns and sprays a predator, the foul-smelling mist can travel up to 10 feet.

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Core Reading/Writing Workshop content links to every connected program.



My Notes

Read "Animal Adaptations." Use this page to take notes.

Animal Adaptations

Essential Question

What helps an animal survive?

Read about ways different animals adapt to their environments.

What would you do if you saw a skunk lift its tail? Hopefully, you would run! Skunks have protection. They can blast a predator with a stinky spray from under their tails.

Animals have special ways to survive called adaptations. Adaptations can be physical ones such as the skunk's spray. Some animals have bright colors. The colors warn predators that they are **poisonous**. Some animals can sense **vibrations** in the ground. Others can hear sounds from far away. Adaptations can also affect behavior. Birds fly south every winter. They do this to avoid **harsh**, severe temperatures.

Staying Warm

Imagine living in the Arctic tundra. The usual temperature is an **extraordinary** 10 to 20° F. This is the home of the caribou. To stay warm, caribou have two layers of fur. Under the fur is a layer of fat. Caribou have compact bodies. Only 5 feet long, caribou can weigh over 500 pounds.

The caribou's nose and mouth is covered in short hair. This hair warms the air before it goes into their lungs. It keeps them warm.

Text Evidence

1 Expand Vocabulary
A **harsh** temperature is one that is extremely hot or extremely cold. Underline the text that tells you how birds avoid harsh temperatures.

2 Comprehension
Main Idea and Key Details
Reread the section, "Staying Warm." Circle key details that tell why caribou are able to stay warm.

3 Sentence Structure
Reread the last paragraph. In the last sentence, what word does the pronoun *it* stand for? Draw a box around the word. What do the words *them* and *they* stand for?

WonderWorks Interactive Worktext

WonderWorks Intervention: The same core content, scaffolded to accelerate progress



Text Evidence

1 Talk About It
Look at the photograph. Read the title. Discuss what you see. Use these words:
animals adaptation survive
I see _____

What are the animals doing?
The animals are _____

What is the weather like?
The weather looks _____

Take notes as you read the text.

Animal Adaptations

Essential Question

What helps an animal survive?

Read about ways different animals adapt to their environments.

A skunk has a special way to survive. It can spray the enemy, or predator, with a bad smell. This special way to survive is called an adaptation.

Other animals have adaptations, too. Some animals have bright colors. The colors warn predators that they are poisonous. Some animals hear sounds that are very far away. Other animals feel tiny vibrations. These adaptations help animals **avoid** their predators.

Staying Warm

Some animals live in places that are very cold like the Arctic tundra in Alaska, Canada, Greenland, and Russia. The tundra is home to large animals called caribou. Caribou can weigh over 500 pounds. They have two layers of fur and a thick layer of fat. The fur and fat keep the caribou warm.

The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. The hair warms the air before the caribou breathes the air in. This helps the caribou to stay warm as they search for food.

Text Evidence

1 Comprehension
Main Idea and Key Details
Reread the second paragraph. Underline three different adaptations animals have to survive.

2 Specific Vocabulary
Reread the third paragraph. The word *tundra* means "a large flat area where it is very cold and there are no trees." Underline the sentences that tell you what keeps a caribou warm in the tundra because they _____

3 Sentence Structure
Reread the first two sentences in the last paragraph. Circle the word in the first sentence that can replace the word *it* in the second sentence. Rewrite the second sentence with the word.

Wonders for English Learners Companion Worktext: Beginning Level

ELD Beginning Level - Highly structured supports for accessing the same core content and developing language proficiency.



Text Evidence

1 Talk About It
Look at the photograph. Read the title. Talk about what you see. Write your ideas.

What does this title tell you?

Where are the animals?

What are the animals doing?

Take notes as you read the text.

Animal Adaptations

Essential Question

What helps an animal survive?

Read about ways different animals adapt to their environments.

What would you do if you saw a skunk raise its tail? If you knew anything about skunks, you would run in the opposite direction! Skunks have a built-in survival system. They can blast a predator with a horrible-smelling spray produced by the glands under their tails.

The special ways that animals have to survive are called adaptations. These include physical traits such as the skunk's spray and animals with bright colors and markings that warn predators that they are poisonous. Some animals can sense the smallest vibrations in the ground. Others hear sounds from miles away. An adaptation can also be a behavioral trait. An example of a behavioral trait would be birds that migrate south every winter to **avoid harsh** temperatures.

Staying Warm

Brrrr! Imagine living in a place where the average annual temperature is an extraordinary 10° to 20° F. Welcome to the Arctic tundra of Alaska, Canada, Greenland, and Russia, home of the caribou. To stay warm, caribou have two layers of fur and a thick layer of fat. They also have **compact** bodies. Only 4 or 5 feet long, caribou can weigh over 500 pounds.

The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. This hair helps to warm the air before they inhale it into their lungs. It also helps to keep them warm as

Text Evidence

1 Specific Vocabulary
Reread the second paragraph. The word *traits* means "special qualities that something or someone has." Underline an example of a physical trait that helps an animal survive. Circle an example of a behavioral trait that helps an animal survive.

2 Sentence Structure
Reread the second sentence in the third paragraph. Circle the commas. Underline the name of each place. What animal lives in these places?

3 Comprehension
Main Idea and Details
Reread the last two paragraphs. Why can caribou survive in the harsh Arctic tundra? Write two details. Caribou can survive because _____

Wonders for English Learners Companion Worktext: Intermediate/Advanced Level

ELD Intermediate/Advanced Level - Students work with the same text that is being used in the core classroom, as targeted supports are strategically faded away.

The Power of Connected ELD

Only *Wonders* connects ELA, integrated ELD, and designated ELD instruction seamlessly. In one planner you'll find everything you need for a week of instruction. Progress is amplified, as students move smoothly between ELA and ELD.



Unparalleled integration between ELA and ELD.

Designated ELD - Structured opportunities for students to practice and apply the academic language of the CCSS, focusing on interpretive, collaborative, and productive modes of communication

SUGGESTED LESSON PLAN

Whole Group

READING

DAY 1

DAY 2

Teach, Model
and Apply

Core

Introduce the Concept T202-T203
Vocabulary T206
Close Reading "Animal Adaptations," T208-T209

Close Reading "Animal Adaptations," T208-T209
Strategy Summarize, T146-T147
Skill Main Idea and Key Details, T212-T213
Vocabulary Strategy Prefixes, T216-T217

Options

Listening Comprehension T204-T205

Genre Expository Text, T214-T215

LANGUAGE ARTS

Writing
Grammar

Spelling

Build
Vocabulary

Core

Grammar Possessive Nouns, T226
Spelling r-Controlled Vowels /är/ and /ör/, T228
Build Vocabulary T230

Write About the Text Model Note-Taking and Write to a Prompt, T220-T221
Grammar Possessive Nouns, T226
Build Vocabulary T230

Options

Write About the Text Writing Fluency, T220
Genre Writing How-to Text: Read Like a Writer, T350

Genre Writing How-to Text: Discuss the Expert Model, T350
Spelling r-Controlled Vowels /är/ and /ör/, T228

Writing Process: Opinion How-to Text, T350-355 Use with Weeks 4-6

Differentiated Instruction Use your data dashboard to determine each student's needs. Then select instructional support options throughout the week.

Small Group

APPROACHING LEVEL

Leveled Reader

Extreme Animals,
T232-T233

"Hare and the
Water," T233

Literature Circles, T233

Phonics/Decoding

Decode Words

with /är/, T234

Review

r-Controlled Vowels, T234

Practice r-Controlled Vowels, T235

Words Ending in -ful and -less,
T235

Vocabulary

• Review High-Frequency Words, T236
• Identify Related Words, T237
Prefixes, T237

Comprehension

• Identify Important Details, T238
• Review Main Idea and Key Details, T239
Self-Selected Reading, T239

Fluency

Rate, T238

ON LEVEL

Leveled Reader

Extreme Animals,
T240-T241

"Hare and the Water,"
T241

Literature Circles, T241

Vocabulary

Review Vocabulary Words, T242
Prefixes, T242

Comprehension

Review Main Idea and Key
Details, T243

Self-Selected Reading, T243

DESIGNATED ELD SEE PAGES 218-243 OF THE ELD TEACHER'S EDITION.

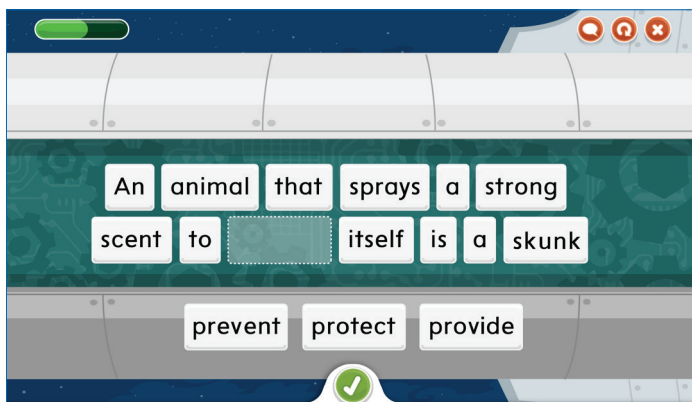
Emerging,
Expanding,
Bridging

Oral Language/Vocabulary

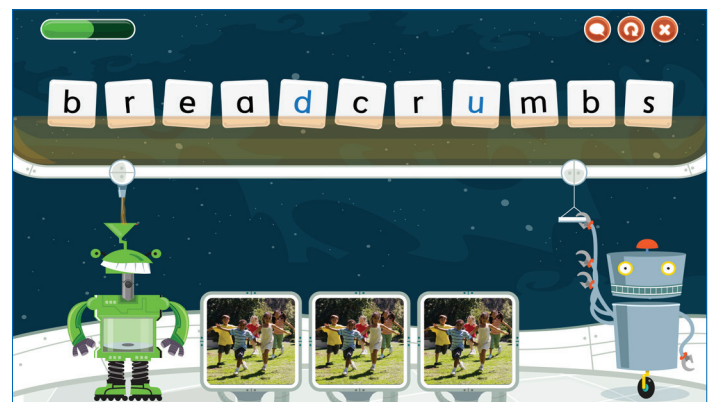
• Explore the Essential Question: What helps an animal survive?
• Develop Vocabulary and Academic Language

ELD Adaptive Learning

Adaptive learning provides targeted support for studying foundational skills to accelerate progress.



Wonders for English Learners Adaptive Learning



Wonders for English Learners Adaptive Learning

CUSTOMIZE YOUR OWN LESSON PLANS

www.connected.mcgraw-hill.com

WEEK 4

DAY 3	DAY 4	DAY 5
Close Reading <i>Spiders</i> , T217A-T217R 	Fluency T219 Close Reading "Anansi and the Birds," T217S-T217T Integrate Ideas Inquiry Space, T230-T231	Integrate Ideas T230-T231 • Text Connections • Inquiry Space Weekly Assessment
Phonics/Decoding T218-T219 • r-Controlled Vowels /är/ and /ör/, • Suffixes -ful and -less	Close Reading <i>Spiders</i> , 52-169, T217A-T217R	
Grammar Possessive Nouns, T227	Write About Two Texts Model Note-Taking and Taking Notes, T222	Write About Two Texts Analyze Student Model and Write to the Prompt, T223 Spelling r-Controlled Vowels /är/ and /ör/, T229
Write About the Text T222 Genre Writing How-to Text: Prewrite, T351 Spelling r-Controlled Vowels /är/ and /ör/, T229 Build Vocabulary T231	Genre Writing How-to Text: Teach the Prewrite Minilesson, T351 Grammar Possessive Nouns, T227 Spelling r-Controlled Vowels /är/ and /ör/, T229 Build Vocabulary T231	Genre Writing How-to Text: Choose Your Topic and Plan, T351 Grammar Possessive Nouns, T227 Build Vocabulary T231
Writing Process: Opinion How-to Text, T350-T355 Use with Weeks 4-6		

BEYOND LEVEL

Leveled Reader *Extreme Animals*, T244-T245
 "Hare and the Water," T245
 Literature Circles, 245

Vocabulary
 Review Domain-Specific Words, T246
 • Prefixes, T246
 • Analyze, T246

ENGLISH LEARNERS

Shared Read "Animal Adaptations," T248-T249

Leveled Reader *Extreme Animals*, T250-T251
 "Hare and the Water," T251
 Literature Circles, T251

Phonics/Decoding
 Decode Words with /är/, T234
 Review r-Controlled Vowels, T234
 Practice r-Controlled Vowels, T235
 Words Ending in -ful and -less, T235

Vocabulary
 • Preteach Vocabulary, T252
 • Review High-Frequency Words, T236
 Review Vocabulary, T252
 Prefixes, T253
 Additional Vocabulary, T253

Spelling
 Words with r-Controlled Vowels, T254

Writing
 Writing Trait: Organization, T254

Grammar
 Possessive Nouns, T255

Close Reading	Writing/Grammar	Progress Monitoring
• Read Aloud: "Adaptations at Work" • Differentiated Texts: <i>How Animals Survive</i>	• Write to One Source • Write to Two Sources • Grammar: Possessive Nouns	• Written Production • Oral Production • Diagnose and Prescribe

ENGLISH LEARNERS SCAFFOLD

Emerging	Expanding	Bridging
Comprehend Reread "Insects in Disguise" with students, summarizing the key details. Point out and define difficult words, such as <i>spot</i> , <i>phasmid</i> , <i>twigs</i> , <i>surroundings</i> , <i>sight</i> , and <i>nocturnal</i> . Say each word loudly and clearly. Help students use text clues to figure out the meanings of the words. Use pictures and modeling to reinforce meaning.	Distinguish Have students reread "Insects in Disguise." Ask: <i>What do we learn about phasmids in this paragraph?</i> Write important details on the board. Then ask volunteers to summarize key details. Point out that the text is challenging because it describes how phasmids are nocturnal insects that have adapted to their environment by blending in with trees.	Summarize Have students reread "Insects in Disguise." Elicit from students why the text is difficult. Ask: <i>How do phasmids survive in their environment?</i> Have students turn to a partner and summarize key details in the paragraph.

ELD ELD.PI.4.6a.Em • ELD.PI.4.I2a.Em

ELD ELD.PI.4.6a.Ex • ELD.PI.4.I2a.Ex

ELD ELD.PI.4.6a.Br • ELD.PI.4.I2a.Br

Integrated ELD – point-of-use instructional support throughout every lesson

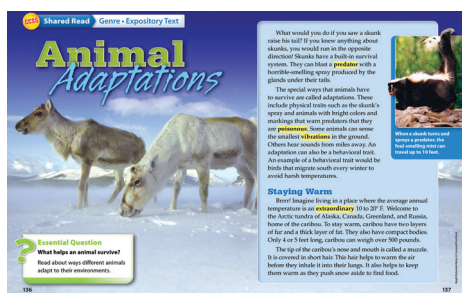


“Teaching techniques that make spoken language and written text more comprehensible include... using multiple media, providing additional practice and repetition, and building background knowledge.”

Dr. Jana Echevarria

California State University, Long Beach in the College of Education
 Co-Founder, SIOP Model
Wonders Author

The Power of Connected Intervention



Reading Writing Workshop

My Notes
Read "Animal Adaptations."
Use this page to take notes.

Shared Read Genre: Expository Text

Animal Adaptations

Essential Question
What helps an animal survive?
Read about ways different animals adapt to their environments.

What would you do if you saw a skunk lift its tail? Hopefully, you would run! Skunks have protection. They can blast a **predator** with a stinky spray from under their tails.

Animals have special ways to survive called adaptations. Adaptations can be physical ones such as the skunk's spray. Some animals have bright colors. The colors warn predators that they are **poisonous**. Some animals can sense **vibrations** in the ground. Others can hear sounds from miles away. An adaptation can also be a behavioral trait. An example of a behavioral trait would be how a skunk smells every sense to avoid harsh temperatures.

Staying Warm
Imagine living in a place where the average annual temperature is an **extraordinary** 10 to 20° F. Welcome to the Arctic tundra of Alaska, Canada, Greenland, and Russia, home of the caribou. To stay warm, caribou have two layers of fur and a thick layer of fat. They also have compact bodies. Only 5 feet long, caribou can weigh over 500 pounds. The tip of the caribou's nose and mouth is called a **muzzle**. It is covered in short hair. This hair helps to warm the air before they inhale it into their lungs. It also helps to keep them warm as they push snow aside to find food.

Text Evidence

- Expand Vocabulary**
A **harsh** temperature is one that is extremely hot or extremely cold. Underline the text that tells you how birds avoid harsh temperatures.
- Comprehension**
Main Idea and Key Details
Reread the section, "Staying Warm." Circle key details that tell why caribou are able to stay warm.
- Sentence Structure**
Reread the last paragraph. In the last sentence, what word does the pronoun it stand for? **Draw a box** around the word. What do the words *them* and *they* stand for?

Interactive Worktext combines the same core content with in-book scaffolding for vocabulary, comprehension, weekly skills and strategies.

WonderWorks Interactive Worktext

Teach and Model **WORKTEXT** **Unit 2**

WEEK 4 LESSON 2

Objectives
Read and understand text.
Identify key details.
Use context clues to understand words and phrases.
Use text evidence to support answers.

Materials
Interactive Worktext.
Go Digital!
Interactive eWorktext.
Digital eWorktext.

REREAD COMPLEX TEXT
20-25 Minutes

Close Reading: "Animal Adaptations"
Reread "Animal Adaptations" with students. As you read together, discuss important passages in the text. Have students respond to text-dependent questions, including those in the Interactive Worktext.

Page 121
Expand Vocabulary Have students point to the word **harsh** in the second paragraph. Say: Underline the sentence that tells how birds avoid harsh temperatures. (Birds fly south every winter.) What makes the temperatures in the winter harsh? (They can be very cold.)
Vocabulary Explain that the Arctic tundra is a treeless area between the North Pole and the forests. Ask: What detail gives you information about the tundra's climate? (Temperature is an extraordinary 10 to 20° F.)
Main Idea and Key Details Say: The key details are the most important ones that tell how caribou stay warm. Model identifying key details that explain how caribou stay warm. When I reread the page, I see "caribou have two layers of fur." That detail tells me how caribou stay warm. I will underline those words. Check that students underline all of the key details. (two layers of fur; a layer of fat; compact bodies; tip of the caribou's nose and mouth is covered in short hair) Then have students identify the section heading where these details appear. ("Staying Warm") Ask: What is this section mainly about? (how caribou stay warm)

Page 122
Vocabulary Point out the word **lichen** in the caption under the photo at the top of the page. Explain to students that lichen is a type of small plant that grows on rocks, trees, and walls. Say: What information does the caption give you about lichen? (It can survive in cold temperatures.)
Expand Vocabulary Have students point to the word **decline**. Say: When do the caribou's food sources decline? (in the coldest part of winter) Which sentence tells what the caribou do when their food sources decline? (They have to leave the tundra and go to large forest areas.)
Sentence Structure Read the last sentence of the first paragraph aloud. Which part of the sentence tells when the caribou can return up north? (When the melting snow turns into streams) What word in the sentence signals time? (When)
Main Idea and Key Details Check that students circle the key details about the phosmids' special features. (look like leaves or twigs; can change colors; blend in with their surroundings; active at night) How do the phosmids' special features help them? (They help to camouflage them from predators.)

Page 123
Prior Knowledge Explain that the Everglades is an area in southern Florida. The area receives a lot of rain from April to October and is a swampy wetland then. November to March is known as the dry season because the land dries out during these months.
Expand Vocabulary Have students read aloud the first two sentences in the first paragraph. How is the dry season described in the first sentence? (arid) How is it described in the second sentence? (harsh) What animal can survive this brutal dry season? (alligators)
Sentence Structure Read aloud the last sentence on the page. What phrase tells you that this is the conclusion or end of the article? (in the end) What does the exclamation point do at the end of the sentence? (adds emphasis)
Main Idea and Key Details Have students reread the section "Water, Please!" How do alligators survive the dry season? (They make water holes and drink from them.) Who else uses the water holes? (other animals) Why is it dangerous for the other animals to visit the water holes? (They are easy prey.) Why do they go there anyway? (They need water to survive.) What is the main idea of the last paragraph? (Animals risk drinking at alligator holes because they need water to survive.)
Main Idea and Details Have students look back at the different sections of the text. Ask: What was the section "Staying Warm" about? (How adaptations help caribou stay warm in a cold climate.) What were the sections "Insects in Disguise" and "Water, Please!" about? (How adaptations help phosmids and alligators survive.) What is the main idea of this selection? (Adaptations help animals survive.)

RESPOND TO READING
10-20 Minutes

Respond to "Animal Adaptations"
Have students summarize "Animal Adaptations" orally to demonstrate comprehension. Then have partners answer the questions on pages 124-125 of the Interactive Worktext using the discussion starters. Tell them to use text evidence to support their answers. Have students write the page number(s) on which they found the text evidence for each question.

- How do caribou stay warm in the Arctic tundra? (Possible answer: two layers of fur; layer of fat; compact bodies; hair on nose Text Evidence: p. 121)
- How does having an unusual stomach help the caribou survive? (Possible answer: Its stomach has four compartments so it can digest lichen. Caribou can find lichen in winter. Text Evidence: p. 122)
- Where do caribou go in the winter? (They go to large forest areas to find food. Text Evidence: p. 122)

After students discuss the questions on page 124, have them write a response to the question on page 125. Tell them to use their partner discussions and notes about "Animal Adaptations" to help them. Circulate and provide guidance.

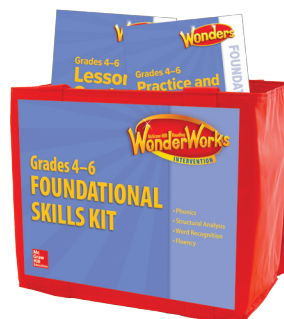
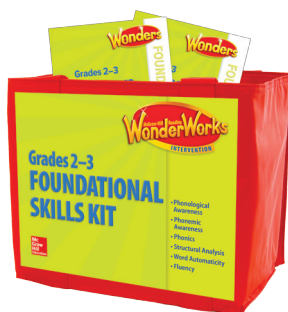
Quick Check Do students understand vocabulary in context? If not, review and reread using the instruction on page 106.
Can students use key details to determine the main idea? If not, review and reread using the instruction on page 106 and assign the Unit 2 Week 4 digital mini-lesson.
Can students write a response to "Animal Adaptations"? If not, provide sentence frames to help them organize their ideas.

The Teacher's Edition provides additional instructional support for every core lesson.

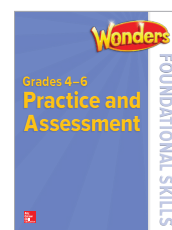
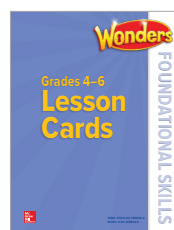
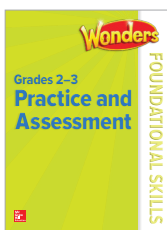
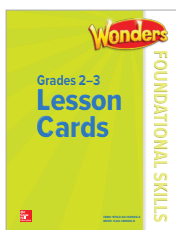
WonderWorks Intervention Teacher's Edition

Foundational Skills

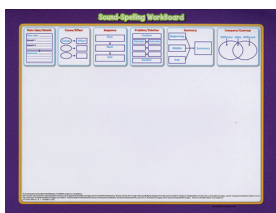
The *WonderWorks* Foundational Skills Kit closes gaps quickly, allowing students to accelerate and succeed through explicit interaction and practice of key phonemic awareness, phonics, and fluency skills.



Word-Building Cards



Small cards show a moving lenticular picture to assist students in proper sound spelling connections.



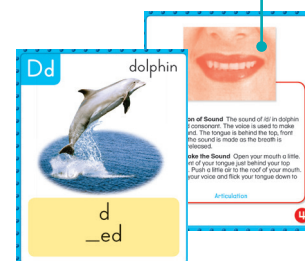
Sound/Spelling Workboard



Photo Cards
Grades 2-3



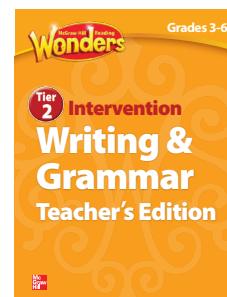
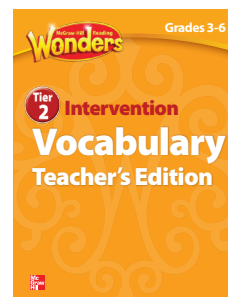
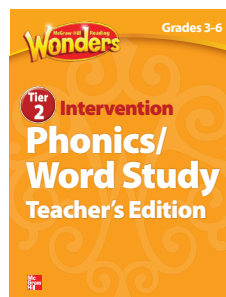
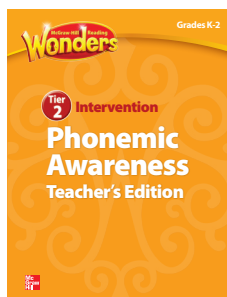
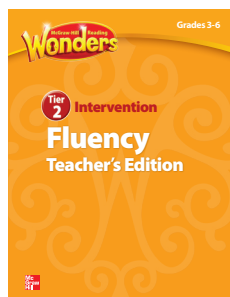
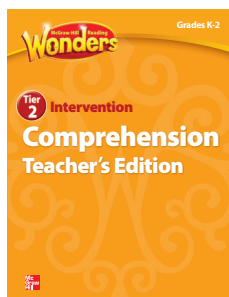
High-Frequency
Word Cards



Sound Spelling Cards

Tier 2 Intervention Support

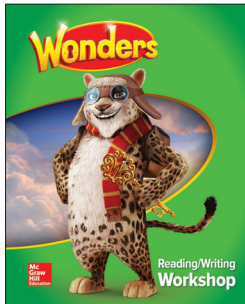
Six additional resources for teachers provide support and differentiated instructional strategies.



The Power Of Biliteracy

Maravillas helps students to become biliterate, bicultural and bilingual.

This fully parallel Spanish program gives students access to a world of rich, authentic, Spanish-language literature.



Reading/Writing Workshop

CCSS Shared Read Genre • Expository Text

Animal Adaptations

Essential Question
What helps an animal survive?
Read about ways different animals adapt to their environments.

136

What would you do if you saw a skunk raise his tail? If you knew anything about skunks, you would run in the opposite direction! Skunks have a built-in survival system. They can blast a **predator** with a horrible-smelling spray produced by the glands under their tails.

The special ways that animals have to survive are called adaptations. These include physical traits such as the skunk's spray and animals with bright colors and markings that warn predators that they are **poisonous**. Some animals can sense the smallest **vibrations** in the ground. Others hear sounds from miles away. An adaptation can also be a behavioral trait. An example of a behavioral trait would be birds that migrate south every winter to avoid harsh temperatures.

Staying Warm
Brrrr! Imagine living in a place where the average annual temperature is an **extraordinary** 10 to 20° F. Welcome to the Arctic tundra of Alaska, Canada, Greenland, and Russia, home of the caribou. To stay warm, caribou have two layers of fur and a thick layer of fat. They also have compact bodies. Only 4 or 5 feet long, caribou can weigh over 500 pounds.

The tip of the caribou's nose and mouth is called a muzzle. It is covered in short hair. This hair helps to warm the air before they inhale it into their lungs. It also helps to keep them warm as they push snow aside to find food.

When a skunk turns and sprays a predator, the foul-smelling mist can travel up to 10 feet.

137

Wonders Reading/Writing Workshop



CCSS Lectura compartida Género • Texto expositivo

¿Cómo se adaptan los animales

Pregunta esencial
¿Qué ayuda a un animal a subsistir?
Lee sobre las diferentes formas en que los animales se adaptan a su medioambiente.

136

¿Qué harías si vieras a un zorrillo levantar su cola? ¿Si lo conocieras, correrías en la dirección opuesta? Los zorrillos tienen un sistema de supervivencia incorporado: pueden rociar a los **depredadores** con un líquido de olor horrible que producen las glándulas que tienen debajo de sus colas.

Las formas especiales que los animales tienen para subsistir se llaman adaptaciones. Estas incluyen características físicas como el líquido que rocía el zorrillo y los colores y las marcas brillantes que tienen los animales y que advierten a los depredadores que son **venenosos**. Algunos animales pueden sentir las **vibraciones** más pequeñas en el suelo. Otros escuchan sonidos a millas de distancia. Una adaptación también puede ser una característica del comportamiento. Un ejemplo de ellas sería la migración de las aves al sur todos los inviernos para evitar las temperaturas más frías.

Para mantenerse en calor
¡Brrrr! Imagínate si vivieras en un lugar donde la temperatura promedio anual fuera un **extraordinario** 10 a 20° F. Bienvenido a la tundra ártica de Alaska, Canadá, Groenlandia y Rusia, hogar de los caribúes. Para mantenerse en calor, los caribúes tienen dos capas de pelaje y una capa gruesa de grasa. También tienen cuerpos compactos. Aunque miden solo 4 o 5 pies de largo, pueden pesar más de 500 libras.

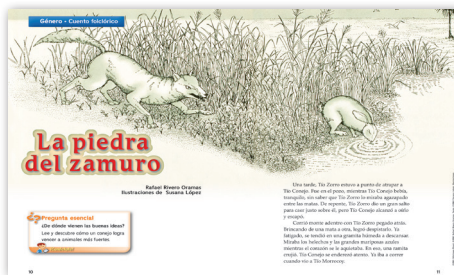
La punta de su nariz y su boca se llama hocico, y está cubierto de pelo corto, que ayuda a calentar el aire antes de que entre a sus pulmones. También les ayuda a mantenerse en calor mientras empujan la nieve a un lado para buscar su alimento.

Cuando un zorrillo se da la vuelta y rocía a un depredador, la fétida nube puede viajar hasta 10 pies de altura.

137

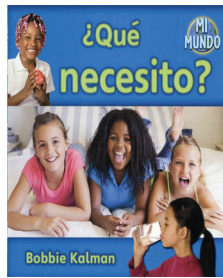
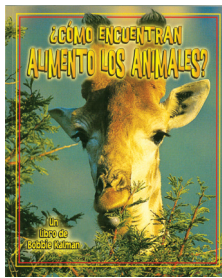
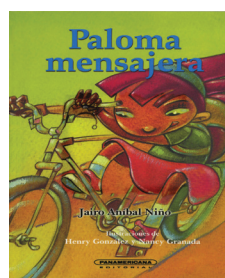
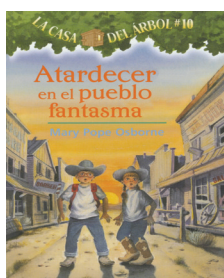
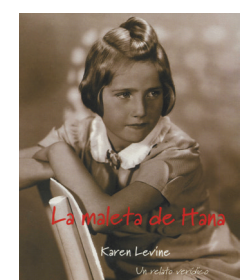
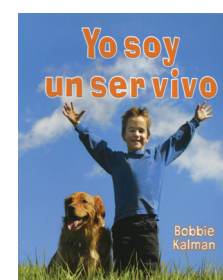
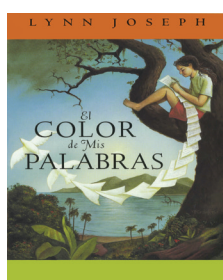
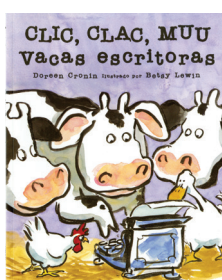
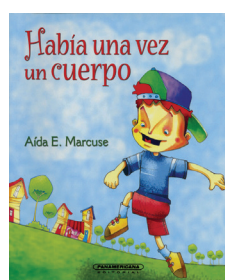
Maravillas Taller de lectura y escritura

Literature Anthology



The Maravillas Antología de literatura provides a wealth of authentic, Spanish-language literature, all connected to the week's theme and Essential Question

Classroom Library



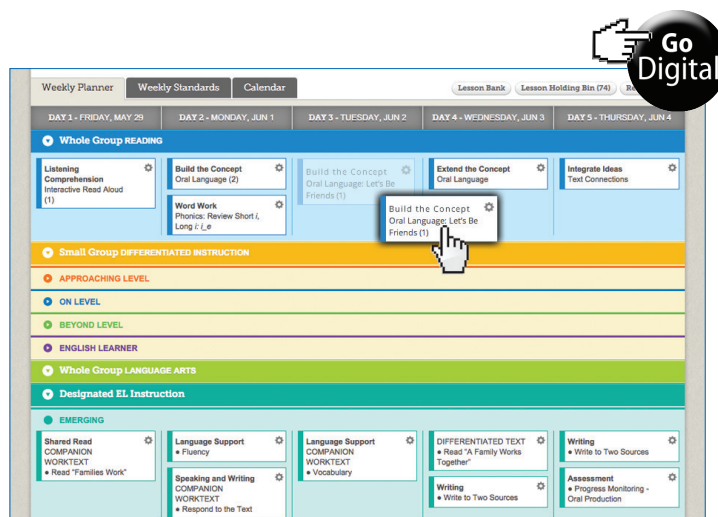
The Maravillas Classroom Library: A rich collection of extended texts

The Power of Purposeful Technology

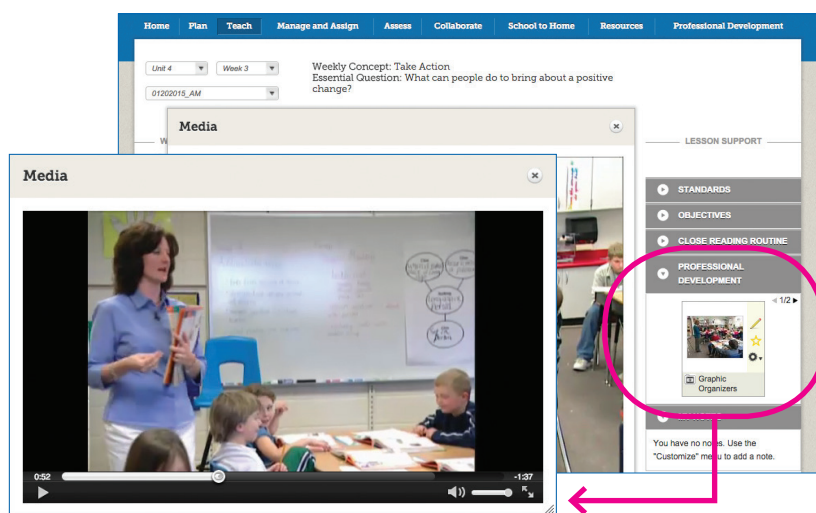
Wonders can be taught in a print, digital, or blended format—whatever suits your classroom. All print resources are available on a dynamic, adaptive, customizable platform. You'll also find:

- **A powerful, customizable lesson planner** that combines whole-group and small-group instruction, ELA/ ELD, designated ELD time, and intervention instruction
- **Point-of-use professional development**
- **Inspiring multimedia:** “movie trailers” to introduce core texts, mediated social learning opportunities, collaborative conversation videos, and engaging games to bring skills practice to life.

- **Ready-made lesson presentations** that re-sequence automatically as you adjust the planner
- **Online performance task practice**, games, adaptive learning, and much more.



Drag-and-drop lesson planner makes customization swift and simple



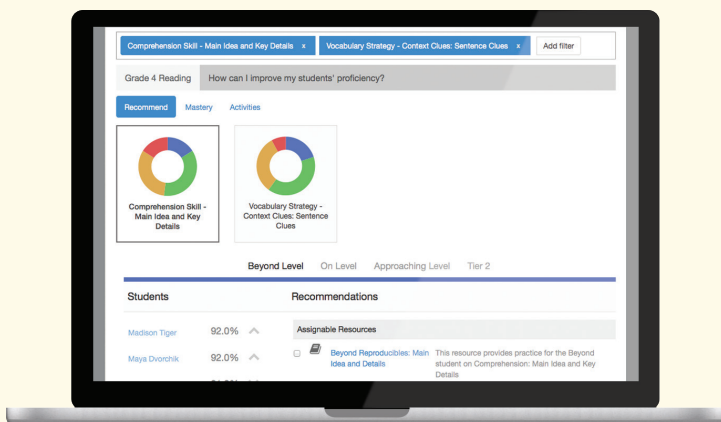
Point-of-use professional development includes model lessons, white papers, and discussion of key instructional shifts





Data Dashboard

Know exactly where your students are on the instructional path every day and which resources to use for the most efficient, effective instruction. Track each student's progress in every skill and strategy using 8-10 weekly data points. Determine the next step for each learner with point-of-use recommendations for support, differentiation, and acceleration.



Data Dashboard home screen quickly summarizes class progress

Proficiency Report				
National Standard				
Instructor: Read T.J.				
Proficiency Target: At or above 70%				
National Standard	Number Items	Performance	Class Average	# Students Proficient
L.3.4a - Use sentence-level context as a clue to the meaning of a word or phrase.	90	<div><div></div></div>	70.7%	4 of 6
Non-Proficient Students: Lopez, Santana; Puckerman, Noah				
L.3.4b - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	12	<div><div></div></div>	63.3%	4 of 6
Non-Proficient Students: Chang, Tina; Puckerman, Noah				
L.3.4c - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	12	<div><div></div></div>	75.0%	4 of 6
Non-Proficient Students: Puckerman, Noah				
RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	18	<div><div></div></div>	66.7%	3 of 6
Non-Proficient Students: Alborn, Katie; Lopez, Santana; Puckerman, Noah; Chang, Tina				
RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.	30	<div><div></div></div>	63.3%	3 of 6
Non-Proficient Students: Lopez, Santana; Puckerman, Noah; Chang, Tina				
RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	6	<div><div></div></div>	66.7%	4 of 6
Non-Proficient Students: Jones, Mercedes; Lopez, Santana				

Note: The shaded area in the plots above show the performance of the median 70% of the students in the class. The black bar shows the students' actual performance. 07/12/2012 12:41 AM Page 1 of 3

Sample proficiency report

The Power of Innovative Technology

InquirySpace

Innovative performance task practice for grades 3-6. Students complete three performance tasks per year in an engaging, gamified environment, learning to research, develop their ideas, write, polish, and present their finished product.



Inquiry Space (grade 3)

Investigate: Solar Energy

Level 1: Analyze the Task

TASK

Your class is creating a virtual bulletin board about renewable sources of energy. Your teacher has asked you to do a presentation on solar energy. Your audience will be the teachers and students at your school. You can add visuals to help your audience understand your points.

Reread the task description and type your answers to the questions to analyze the task.

What is the topic of your task?

DONE

What is the [purpose](#) of your task?

DONE

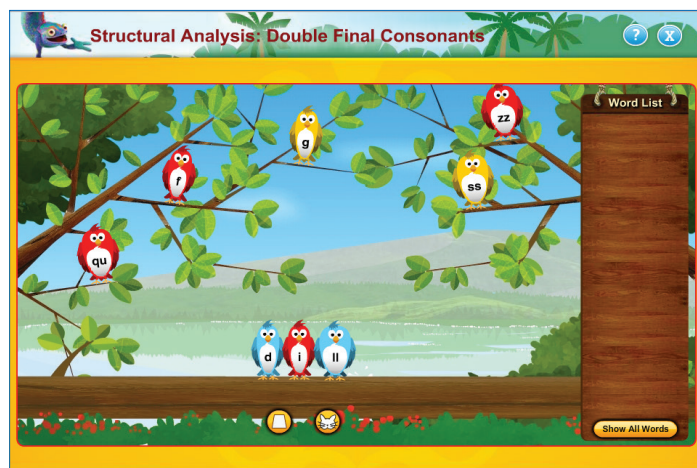
Sample Inquiry Space task

Digital Resources Designed for Students

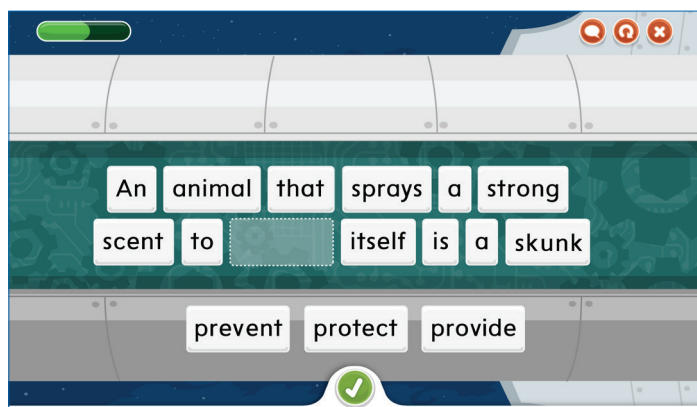
Wonders engages your students across multiple modalities. Hundreds of games bring skills practice to life. StudySync book trailers introduce every trade book; students share their responses in mediated social learning opportunities known as “blasts.” Collaborative conversation videos model academic discourse across grade levels. Students in grades 3-6 are introduced to performance task practice in an entertaining, gamified format that supports their research step by step.



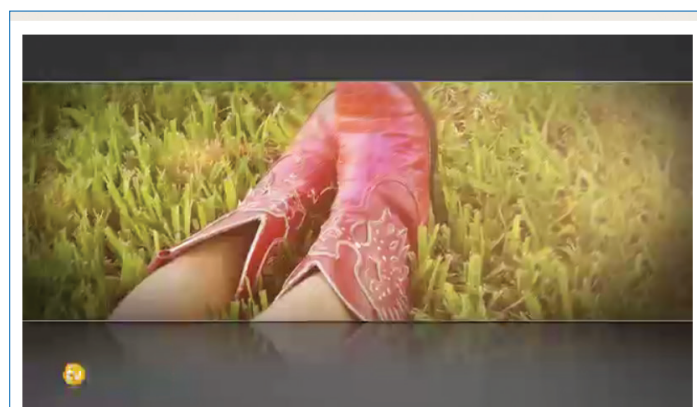
Online games to cement foundational skills



Additional activities to accelerate progress



Wonders for English Learners Adaptive Learning



Engaging book trailers for every Classroom Library title

The Power of Accessing Complex Texts

Throughout the week, *Wonders* instruction requires students to read, reread, and integrate ideas within and across texts.



“The overarching goal of close reading is to cause students to engage in critical thinking.”

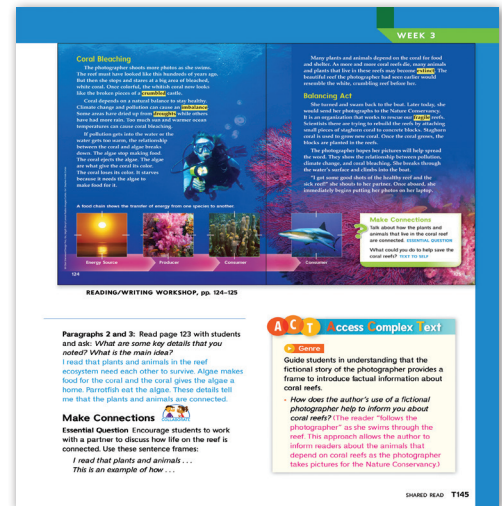
Dr. Douglas Fisher

Professor, San Diego State University
Author, Close Reading and Writing From Sources
Wonders Author

Wonders offers unparalleled support for close-reading instruction.

Access Complex Text

The Access Complex Text band identifies the elements that make a given text complex, such as background knowledge, sentence structure and genre, and gives teachers instructional supports to provide support around these elements.

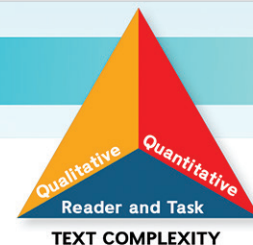


ACT: Access Complex Text

The lessons in the Reading/Writing Workshop prepare students to access increasingly complex texts directly

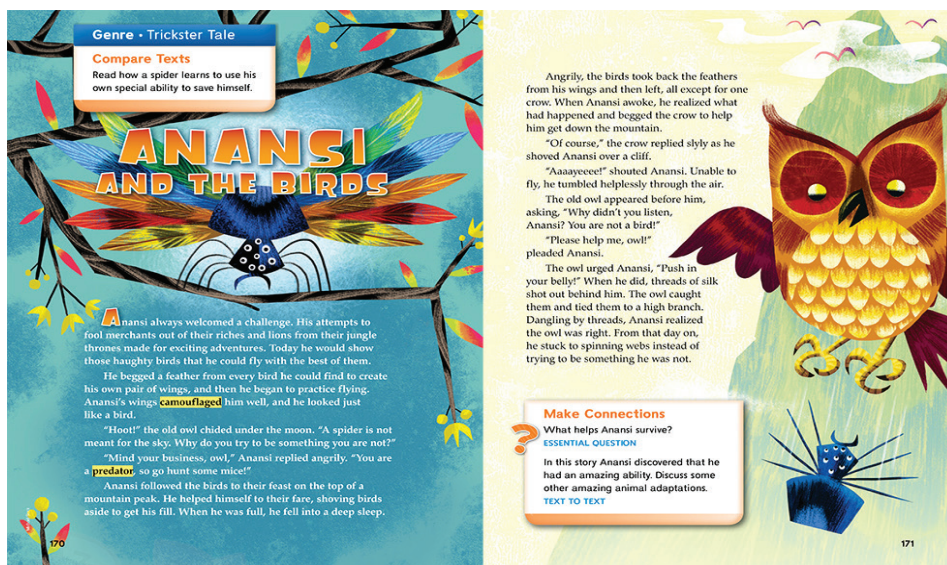
ACT Scaffold to Access Complex Text

- IF** the text complexity of a particular selection is too difficult for students
- THEN** see the references noted in the chart below for scaffolded instruction to help students Access Complex Text.



Literature Anthology

The Literature Anthology provides extended complex texts, as students navigate rigorous reading and text-dependent questions, which require students to go back into the text to support their answers. The Read-Reread-Integrate routine guides students in meaning making using texts. At all times, the text is at the center of your instruction.

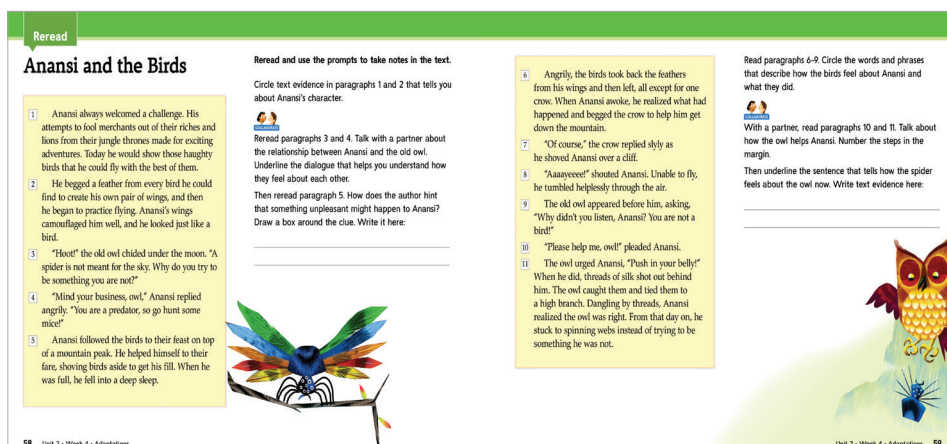


Literature Anthology

Close Reading Companion

The Close Reading Companion allows students to

- Annotate texts
- Identify text evidence
- Develop analysis within a text and across multiple texts
- Integrate their ideas with other literature, informational text, poetry, music and art



Close Reading Companion



“Teachers will need to become proficient in recognizing text complexity... by recognizing which features might be contributing to the difficulty of these texts.”

Dr. Timothy Shanahan

Member, CCSS development team for ELA, Grades K-12
Wonders author

The Power of Connected Literature

Exemplars and award-winners. Novels, plays, and poetry. Books that range across different genres, eras, and cultures. You'll find them all within *Wonders*. Each is connected to the Essential Questions in order to encourage your students to read, think and write within and across texts.

The full range of informational and literary texts within the appropriate Lexile range for each grade gives students access to the breadth, depth, and complexity of reading. This rich selection of texts enables your students to become “broadly literate.”

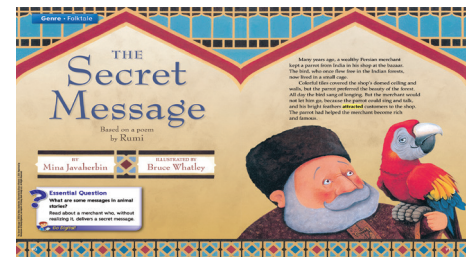
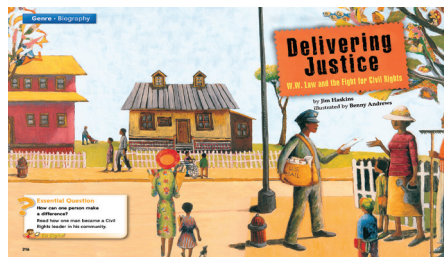
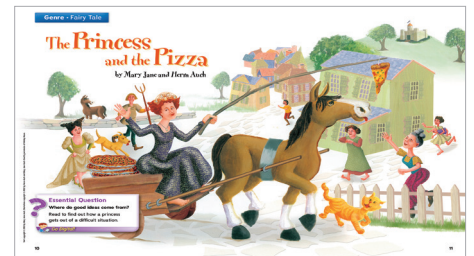


NonFiction Levelled Readers

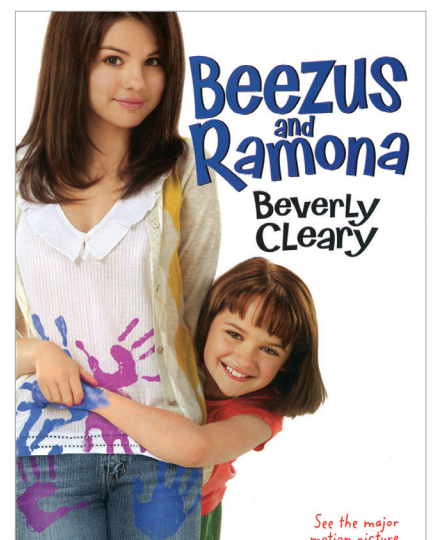
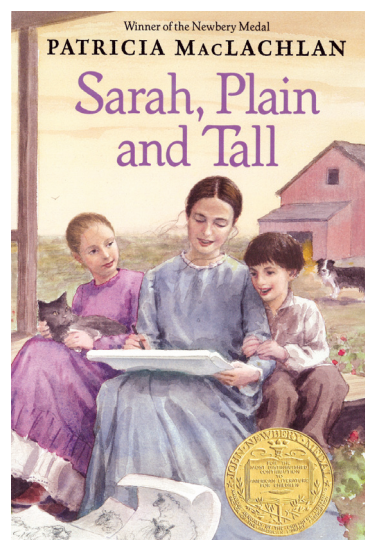
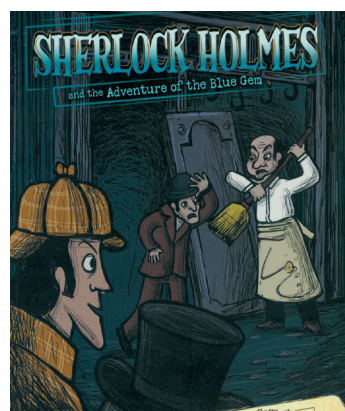
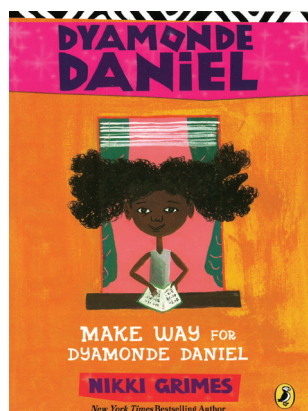
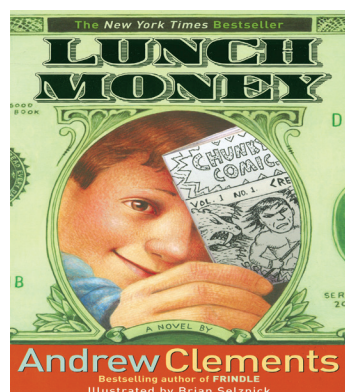
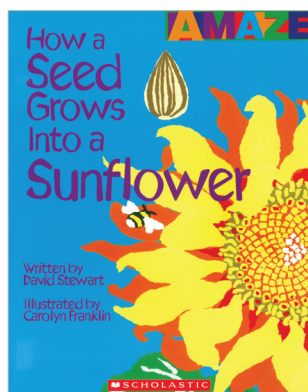
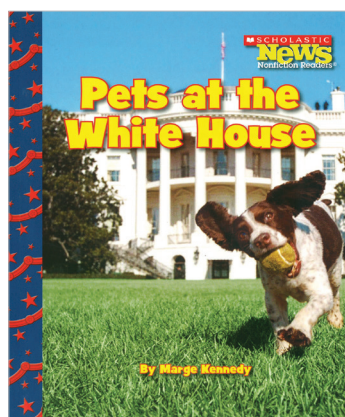
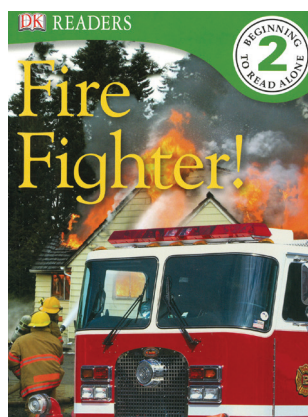
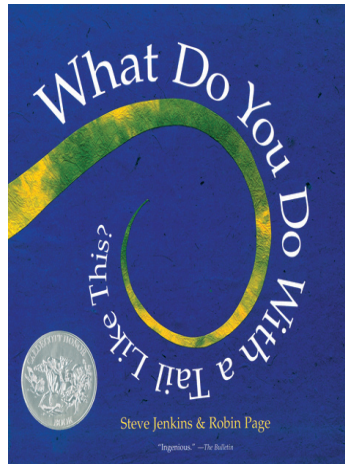
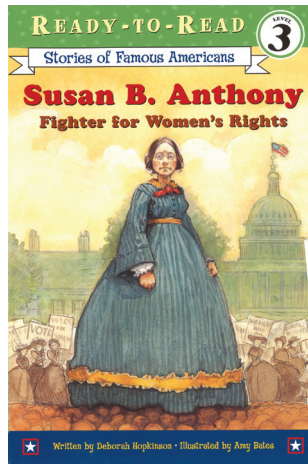


Fiction Levelled Readers

Literature Anthology



Some of the titles in the Wonders Classroom Library



Classroom Library Extended Complex Text

Close Reading

Face to Face with Lions
By Beverly and Derek Joubert

Genre: Informational Text/Expository

Text Complexity Range for Grades 4-5

Lexile
740
825
1010

Text/Evaluator: 23 39 51

Read the Text

Assign the Reading
Depending on the needs of your students, have them read the book silently, together with a partner, or listen and read along as you read aloud.

Take Notes
Ask students to take notes on parts of the text that are unclear or words they may find difficult. Model how to take notes on:

- Identifying key details and key concepts
- Ways information or events connect

Suggested Pacing
Use the suggestions below to assign readings of the text and to chunk the text into shorter passages for rereading.

Pages 5-8
Pages 9-13
Pages 14-19
Pages 20-25
Pages 26-29

Access Complex Text

Genre Like many nonfiction books, this text requires students to integrate information from a variety of text features. Use the questions to point out how information in the photos, captions, and maps work together to help students connect information and understand the text.

Purpose Guide students to understand that the authors are animal advocates and are making a statement about the preservation and conservation of lions and their environment. Use the questions to help students appreciate the implications of human action or non-action in securing the lion's place in the wild.

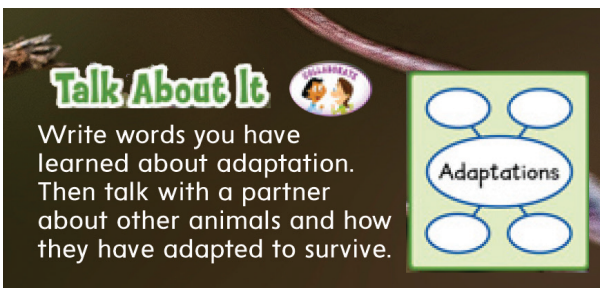
Specific Vocabulary Point out content vocabulary that is specific to the study of lions such as *carnivore*, *predatory*, and *nomadic*. Direct students to use clues in the text as well as the Glossary to understand these and other domain-specific words.

Classroom Library Grade 4 • Unit 2 1

Complete lesson plans are provided for every book in the Wonders classroom libraries

The Power of Daily Writing

In *Wonders*, when students read about it, they talk about it... and then they write about it.



Every day, students encounter analytical writing opportunities, requiring them to write to sources. Through the week, students are building knowledge around the genre and topic, allowing them to respond to a single text... then to two texts... then to cross-textual analysis.

Wonders also provides regular opportunities for process writing within the CCSS genres: informative, narrative, and opinion/argumentative writing. You'll find rubrics and annotated student models to support your instruction.

Effective expression is learned through reading, writing, speaking, and listening at every opportunity.

Writer's Workspace

Writer's Workspace offers students powerful digital markup tools to use as they develop, rewrite, and publish their pieces. You'll also find anchor papers, rubrics, and annotated student models that exemplify good writing process.

Write to Sources

Pages 136-139

Write About the Text

Grant

Introduce a Topic

I clearly stated the subject of my response.

Grammar

This is an example of a **singular possessive noun**.

Grammar Handbook
See page 457.

Student Model: Informative Text

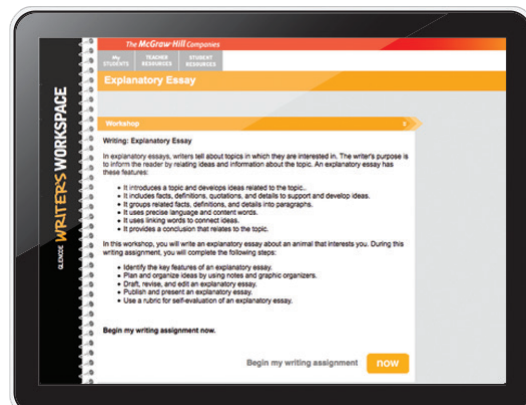
Extreme winter temperatures in the Arctic tundra make it difficult for the caribou to find enough food.

A caribou's diet is made up of over six pounds of lichen a day. It's one of the only sources of food that they can find in the winter.

Nathan Blaney/Stockbyte/Getty Images

144 W.4.2a See the California Standards section.

Reading Writing Workshop – Write About the Text





However, even lichen is scarce during the coldest part of the winter. As a result, caribou travel to a large forest area where there is more food. When temperatures get warmer, the caribou return to the tundra.

Transitions
I used the word *however* to link my ideas.

Logical Order
I presented my supporting details in terms of cause and effect.

Your Turn

How do alligators survive Florida's dry season? Use text evidence.

Go Digital!
Write your response online.
Use your editing checklist.

W.4.2c See the California Standards section.

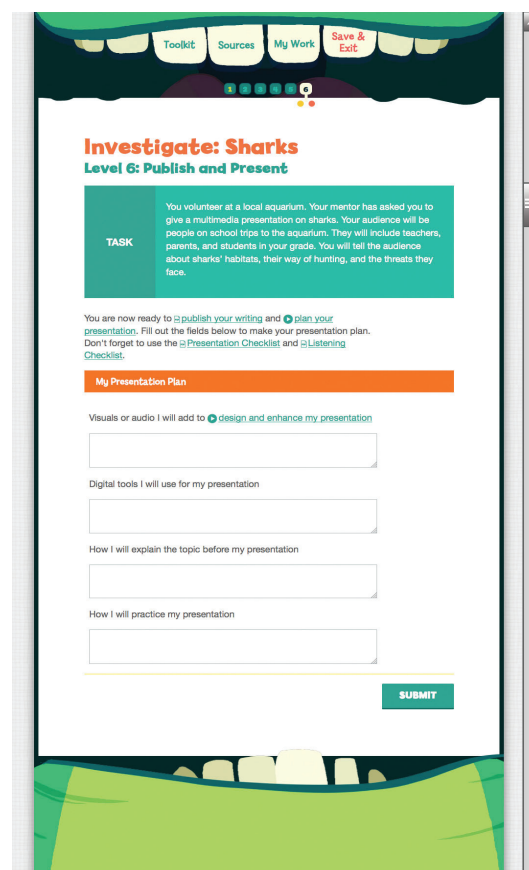
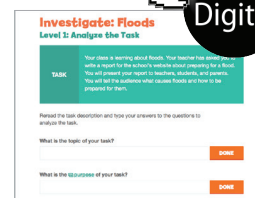
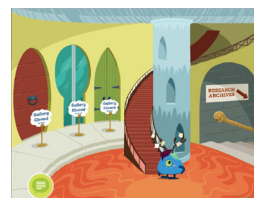
145

Global Warming Images/Alamy

Student models encourage careful consideration of writing skills and strategies, grammar, and editing

Inquiry Space

Inquiry Space offers performance task practice for grades 3-6 in a gamified digital format.

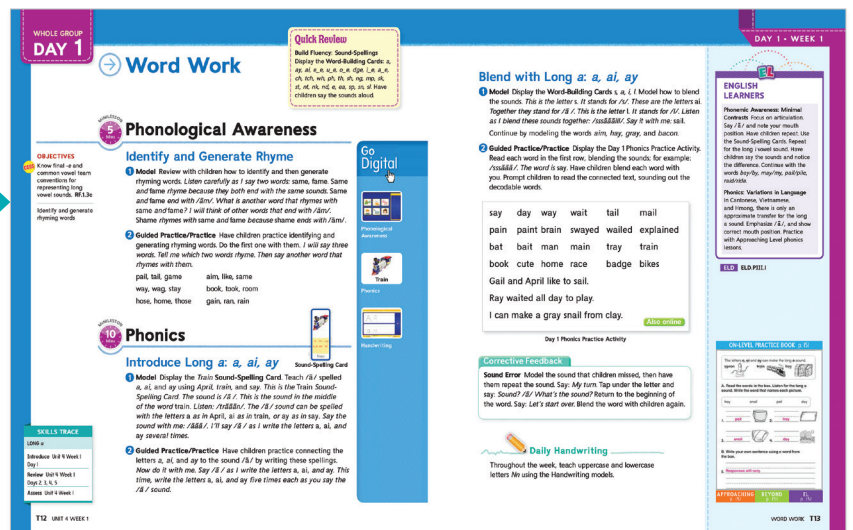


The Power of Foundational Skills

Wonders offers a carefully designed sequence of instruction to teach critical literacy skills that young learners need most. Throughout the program, all teachers will find daily, systematic, explicit instruction in areas of phonological awareness/ phonemic awareness, phonics, word analysis, and fluency. The *Wonders* system is built on consistent instructional routines that begin in kindergarten with letter recognition and concepts of print, phoneme isolation and blending routines.

Daily instructional format provides a sequence of: Model, Guided Practice, Practice, and Review

Decodable readers offer targeted practice of each introduced sound-spelling



Phonics instruction, Grade 1, Unit 4

“Words describe ideas, and in discussions of vocabulary students expand and refine their thinking.”

Dr. Donald Bear

Literacy Professor, College of Education, E.L. Cord Foundation Center for Learning.
Author of *Words Their Way* and *Words Their Way with English Learners*
Wonders Author



Grades K – 2

Literacy begins with a strong foundation. *Wonders* provides the daily explicit and systematic instruction needed to:

- Develop essential phonics and phonological skills
- Increase phonemic awareness
- Build confidence with high-frequency words



Sound Spelling Cards

Foundational Skills Kit

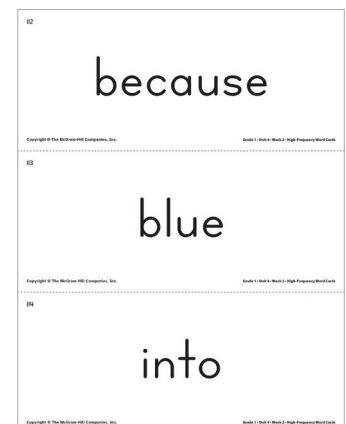
Grades 3 – 6

Wonders continues to build on this foundation with weekly phonics and fluency instruction, including:

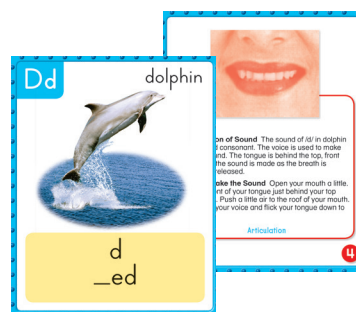
- Multisyllabic words
- Morphology
- Greek and Latin roots



Photo Cards



High-Frequency Word Cards



Sound Spelling Cards

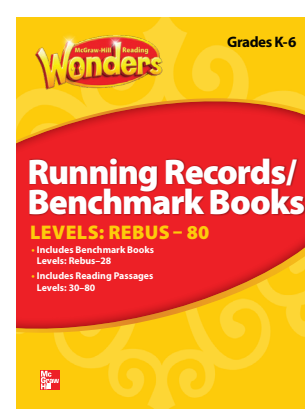
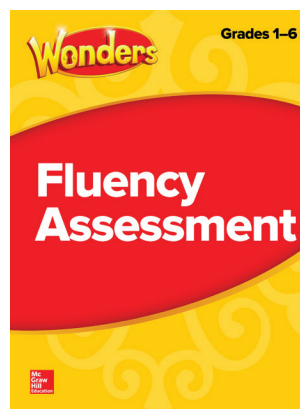
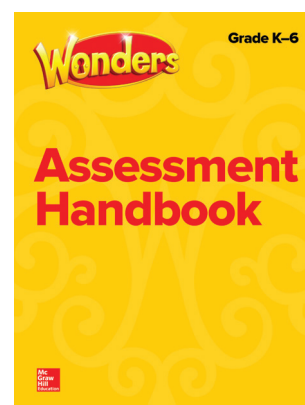
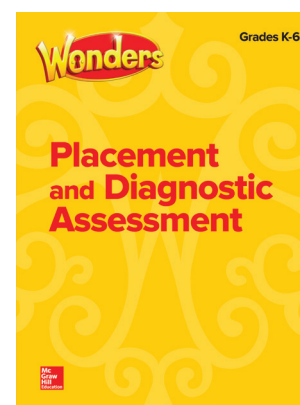
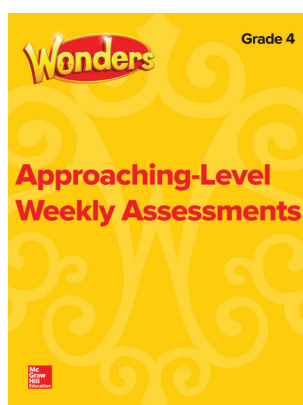
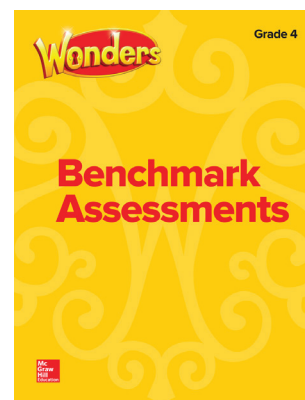
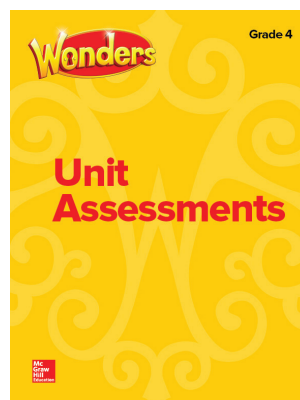
The Power of Dynamic Assessments

Ensure your students are prepared for assessments.

With tech-enhanced questions, constructed responses, and performance tasks, Wonders assessments are designed for the 21st century learner, a dynamic system that will grow as assessments change. In addition to diagnostic, formative, and summative assessments, the Data Dashboard provides actionable instructional recommendations for your class, small groups, and individual students.

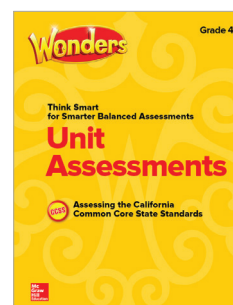
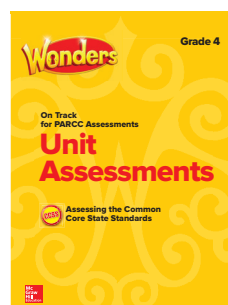
All assessments within Wonders are 100% digital, allowing students to practice item types including:

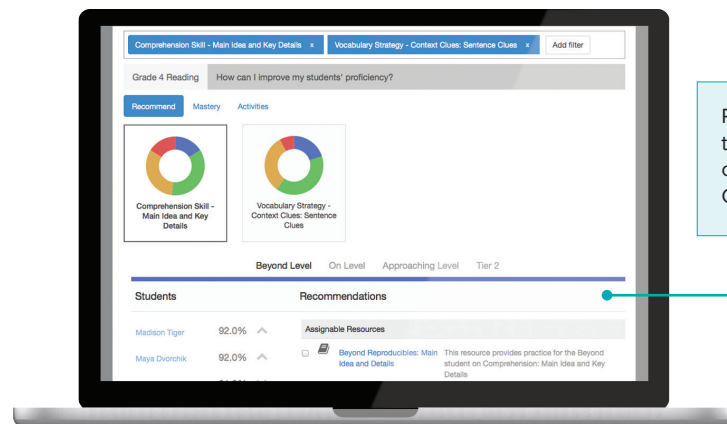
- multiple response,
- matching,
- drag-and-drop,
- short constructed response
- performance tasks.



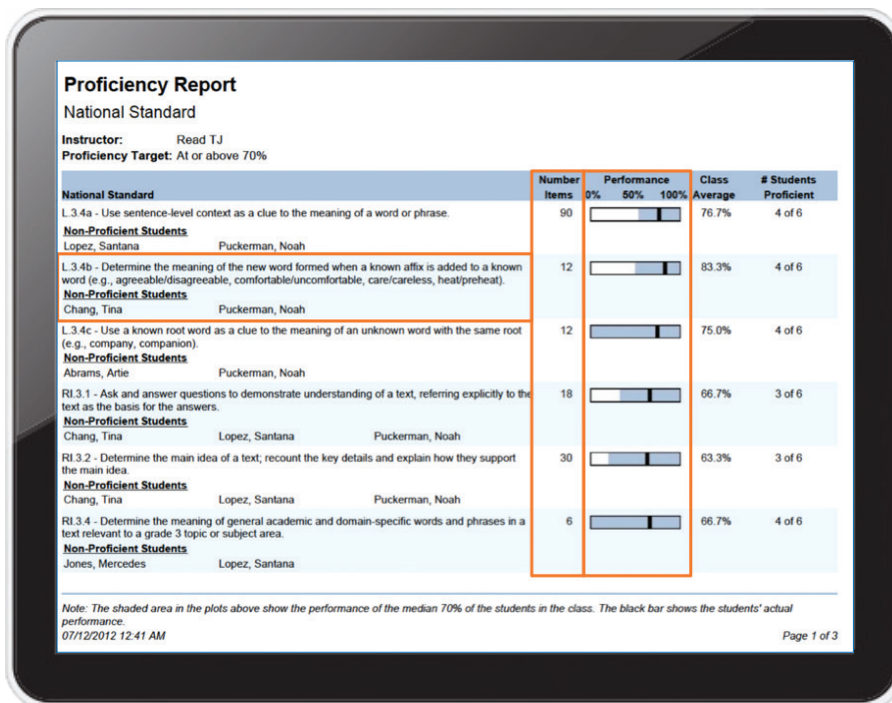
Additional Assessment Choices

In addition to core assessments, *Wonders* offers unit and benchmark assessments targeted to the demands of PARCC and SBAC testing, as well as full integration with the widely used LAS Links® English-language proficiency assessments.





Data Dashboard



Sample proficiency report.



"In order for students to master the essential foundational skills for reading, effective instruction must be found, and differentiated."

Dr. Jan Hasbrouck

Educational consultant, trainer, and researcher
Wonders Author

The Power of Research

The *Wonders* author team is filled with leading educators whose expertise is grounded in the rigorous new standards, and the research underlying them.



Dr. Douglas Fisher
Professor
San Diego State University



Dr. Jana Echevarria
Professor Emerita
California State University, Long Beach in the College of Education



Dr. Timothy Shanahan
Member, Common Core State Standards development team for ELA, Grades K-12



Margaret Kilgo
Founder/President
Kilgo Consulting, Inc.



Dr. Vicki Gibson
Educational consultant & trainer
Gibson Hasbrouck & Associates



Dr. Josefina V. Tinajero
President, National Association of Bilingual Educators
University of Texas at EL Paso



Dr. Diane August
Principal Investigator
National Institutes of Child Health and Human Development Program



Dr. Donald Bear
Literacy Professor
College of Education, E.L. Cord Foundation Center for Learning.



Dr. David J. Francis
Director of the Center for Research on Educational Achievement and Teaching of English Language Learners



Dr. Scott Paris
Vice President
Research at Educational Testing Service



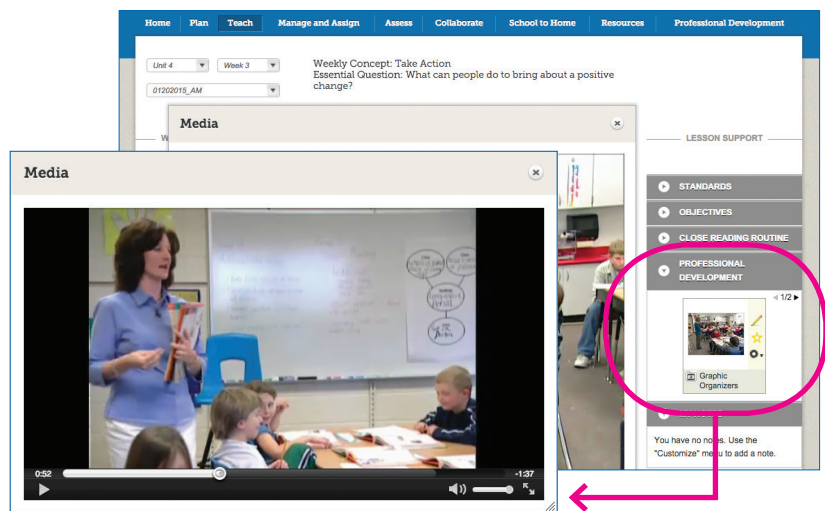
Dr. Janice Dole
Professor, University of Utah
Director, Utah Center for Reading and Literacy



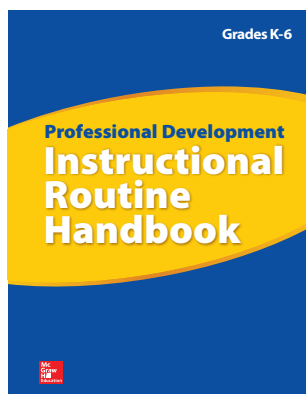
Dr. Jan Hasbrouck
Educational consultant, trainer and researcher
Gibson Hasbrouck & Associates

The Power of Professional Development

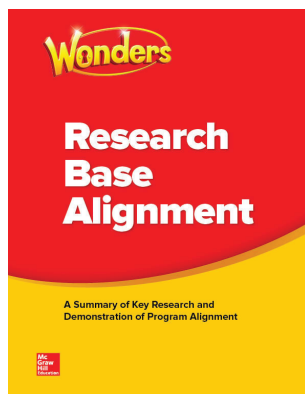
Wonders supports you with a suite of professional development resources available at your fingertips. You'll find quick-start implementation guides, tech how-tos, model lesson videos, and groundbreaking research. And in the *Wonders* Professional Learning Community, you'll find connections with other *Wonders* teachers across the country



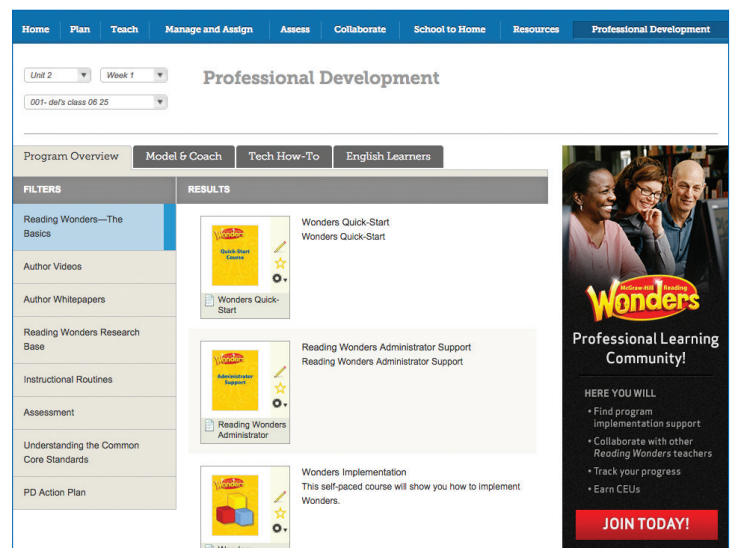
Point-of-use professional development



Research-based step-by-step guides to key instructional practices.

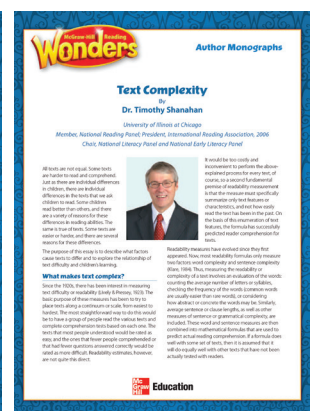
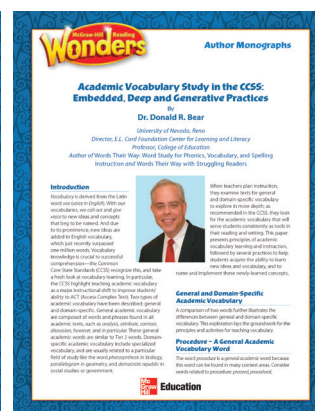
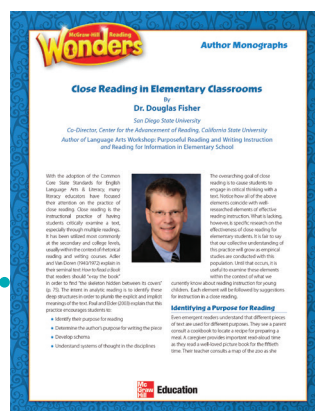


Summary of key research underlying the program



Professional development homescreen

White papers and other research from the Wonders authorship team



Wonders

Wonders
FOR ENGLISH LEARNERS

WonderWorks
INTERVENTION

Maravillas



The Power of Connection

For more information,
visit www.mhreadingwonders.com