

Wonders



Reading and Writing: A Reciprocal Relationship

Reading and writing go hand-in-hand, starting with the first moments of learning. Whether students are listening to a read aloud, telling a story of their own, drawing pictures, reading books independently, writing a story, or constructing their first opinion essay, the reciprocal relationship of reading and writing is at the core of student expression and critical thinking.

The *Wonders* instructional approach invites students to write—every day. When engaged in the writing experience embedded within *Wonders*, students will learn to:

- Write in response to what they’ve read.
- Write and cite using text evidence.
- Write about what they’ve learned.
- Write through the writing process, from planning to publication.
- Write with guidance from conversations about texts.



If They Read About It, They Write About It

The writing instruction in *Wonders* is presented in two complementary pathways: analytical writing and process writing. These strands are applied to various genres and texts, teaching students the mechanics and craft of writing, as well as the structure and thinking behind written expression.

- Analytical writing is a natural outcome of close reading. Through our Analytical Writing lessons, students read texts closely and use text evidence to support their ideas and conclusions about the text. *Wonders* provides scaffolded instruction to help children grow as writers.
- In our Writing Process lessons, children learn to write using a step-by-step writing process: Expert Model, Plan, Draft, Revise, Edit and Proofread, and Publish. The steps of the writing process can be applied to all types of writing. Throughout the writing process, students will refer back to the reading to use the writing of award-winning and accredited authors as mentor text to help guide the development of their own written piece.

“

Research shows that writing about a text is a particularly powerful way of improving student reading achievement. Writing about text has a bigger impact on reading comprehension than reading alone.

Dr. Timothy Shanahan

”

Analytical Writing Pathway

As students begin the Analytical Writing process, they learn the value of reading with a pencil in hand so they can annotate new words, identify key ideas, and synthesize information—which will help them build understanding and make powerful connections. Writing analytically about what they read prepares students for their academic future by improving their informative and argumentative writing skills.

Early Writers in Grades K–1

Students begin the Analytical Writing process by participating in Modeled Writing and Interactive Writing about texts. This provides the foundation for children to ensure they understand the process of analyzing the prompt, finding text evidence, and responding to the prompt. After Interactive Writing, students move to Independent Writing, where they use the process to respond to a text on their own.

1

Foundational Skills

Writing letters, words, and sentences while building writing fluency

- Students learn to generate phrases and sentences that convey meaning as well as the mechanics of writing sentences.
- In kindergarten, word work lessons include spelling dictation activities.
- In grade 1, word work includes spelling pretests and dictation using the Practice Book.

Writing about the text

- Students follow the Analytical Writing Routine after reading by Analyzing the Prompt, Finding Text Evidence, and Writing to the Prompt.

The image shows a sample of a word work page from a curriculum resource. The page is titled "Day 1 Word Work" and includes a "High-Frequency Word Review" section with the words "be, come, good, pull." The page is divided into sections for "Objectives," "Academic Language," "Digital Tools," "Spelling," and "Differentiated Spelling Lists." The "Spelling" section includes a list of words with short o and a pretest section. The "Differentiated Spelling Lists" section includes lists for "Approaching Level" and "Beyond Level." The "English Language Learners" section includes a pretest section.

Day 1 Word Work High-Frequency Word Review Read, Spell, and Write to review last week's high-frequency words: be, come, good, pull.

OBJECTIVES
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
Recognize and read grade-appropriate irregularly spelled words.

ACADEMIC LANGUAGE
• blend

Digital Tools
To differentiate instruction for key skills, use the results of this activity.
High-Frequency Words: Practice
For more practice, use this activity.
Spelling

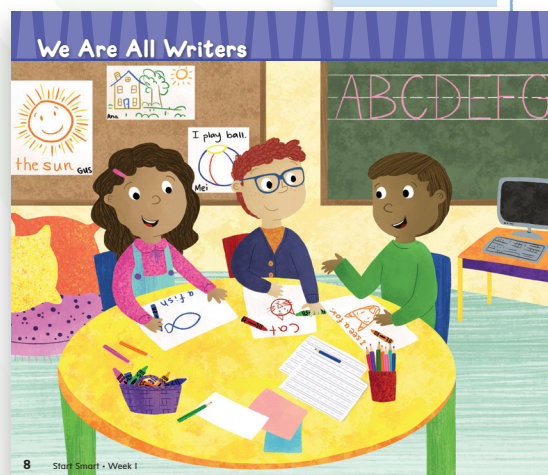
5 Spelling
Words with Short o
Dictation Follow the Spelling Dictation routine to help children transfer their growing knowledge of sound-spellings to writing. After dictation, give the spelling pretest in the Practice Book on page 53.
Pretest Pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names. Have children check their words using the Practice Book page.

hop The frog can hop.
top The house is on top of a hill.
log What lives in the log?
hog A hog is a big pig.
hot It is hot in the summer.
lot I like school a lot!
flip Can you flip a pancake?
black A skunk is black and white.
they They are too tired to play.
too Do you like apples, too?

English Language Learners should use the above list for their spelling pretest.

DIFFERENTIATED SPELLING LISTS
Approaching Level hop, hot, lot, top
Beyond Level flap, hog, hop, hot, log, lot, slop, top

ELL English Language Learners
Spelling, Dictation Preteach the meanings of the spelling words. Model and have children act out hop, top, hot, and flip with you. Use too in simple sentences, such as: I flip. He flips, too. I hop. They hop, too. Reinforce the meaning of too throughout the week.

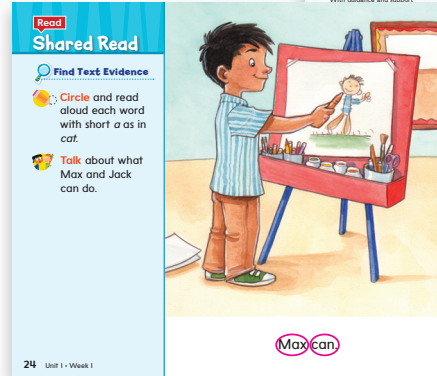


2

Analyze the Prompt

Students begin the Analytical Writing process by reading and analyzing the prompt to ensure they understand what the prompt is asking.

- Read the prompt.
- Analyze and discuss the prompt.
- Look at text and illustrations.

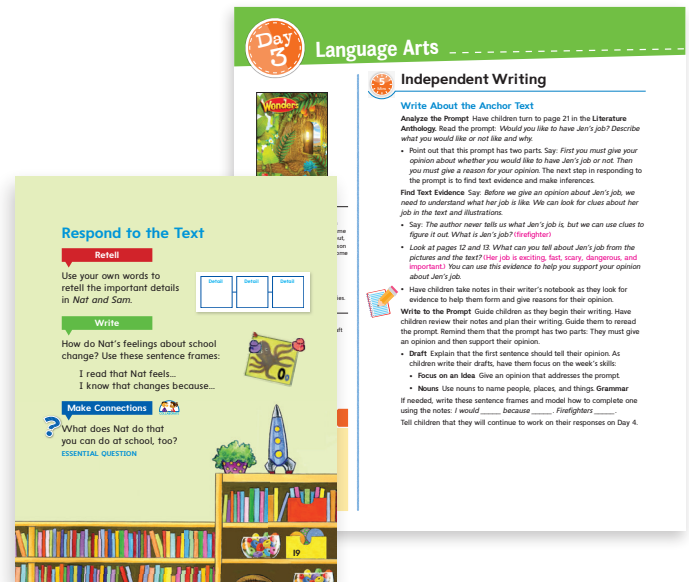


3

Find Text Evidence

The Analytical Writing process continues as students read and reread to find and record text evidence in their Reading/Writing Companion or their writer's notebook.

- Read the text.
- Reread the text.
- Analyze the text and illustrations.

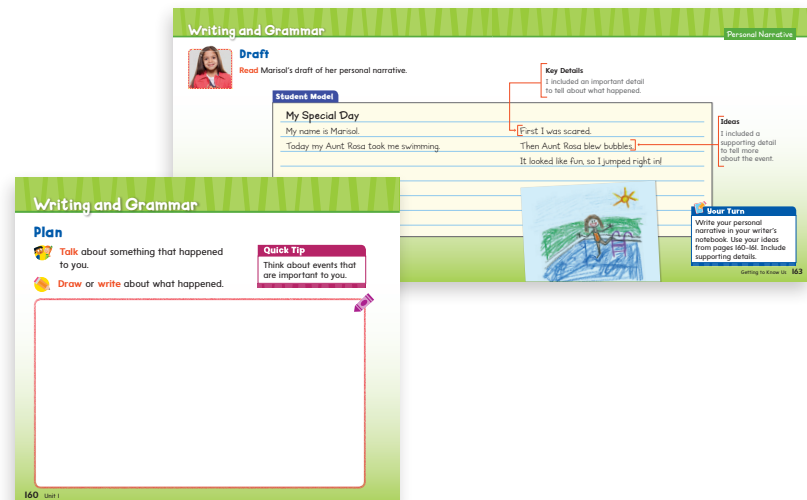


4

Write to a Prompt

Finally, students will review their notes and plan writing in their writer's notebook. Students will begin revising and editing the Independent Writing in response to the Anchor Text.

- Review notes and plan writing in writer's notebook.
- Write a draft.
- Revising and editing begins after drafting.



Confident Writers in Grades 2–6

As students become more confident, skilled writers in grade 2, they will start the Analytical Writing process. This process includes analyzing the prompt, understanding the objective, and finding and utilizing supporting evidence. With a pencil in hand, students closely reread, annotate the text, and take notes in their Reading/Writing Companion as they gather evidence, identify key ideas, and synthesize information. Students will then analyze the evidence they have collected and apply their growing skillset to create a structured response using evidence from the text to support their ideas and conclusions.

1

Analyze the Prompt

Students begin the Analytical Writing process by reading and analyzing the prompt to ensure they understand what the prompt is asking.

- Read the prompt.
- Analyze the prompt.

Reread

PAIRED SELECTION

? How does the author use what other young people have done to help you see how you can make a difference?

Talk About It Reread paragraphs 3 to 6 on page 19. Talk with a partner about how kids can volunteer.

Cite Text Evidence How does the author help you see that you can make a difference, too? Write text evidence in the chart.

What Alex Did	What Erica Did	I See That

Write The author uses real-life examples of young people who volunteer to _____

Quick Tip

The author tells about young people who thought of ways to help make a difference in the world.

With a partner, think about something that would help make the world a better place. Use these sentence starters:

- I think it would be a good idea . . .
- This idea could help make the world a better place because . . .

20 Unit 3 • Realistic Fiction

Inspire Confident Writers

Analytical Writing: Realistic Fiction

Develop student habits of writing while reading.

Take Notes to monitor comprehension

Shared Read - Model
"Remembering Hurricane Katrina"
Reading/Writing Companion pp. 2-5

Anchor Text - Practice and Apply
Aguinaldo
Literature Anthology pp. 178-189
Reading/Writing Companion pp. 14-16



Notetaking Video

Summarize using important details

Shared Read - Model
"Remembering Hurricane Katrina"
Reading/Writing Companion p. 5

Anchor Text - Practice and Apply
Aguinaldo
Literature Anthology p. 191



Respond using text evidence

Shared Read - Model
"Remembering Hurricane Katrina"
Reading/Writing Companion p. 12

Anchor Text - Practice and Apply
Aguinaldo
Literature Anthology p. 117

T12 UNIT 3 WEEKS 1 AND 2

2

Analyze Text Evidence

The Analytical Writing Process continues as students reread the text, review the skills learned, and analyze the text evidence they find.

- Reread the text.
- Take notes and find text evidence in the Reading/Writing Companion.
- Review the skills learned through reading the text.

Reread | ANCHOR TEXT

Aguinaldo

How do you know how Marilia feels about going on the field trip?

Talk About It Reread paragraphs 1-4 on Literature Anthology page 183. Turn to your partner and talk about the last thing Marilia has to do.

Cite Text Evidence What clues help you understand what Marilia was feeling about going on the field trip? Write evidence and what it means in the chart.

Clue
↓
Clue
↓
Clue
↓
How Marilia Feels

Write I know how Marilia feels about going on the field trip because the author _____

14 Unit 3 - Realistic Fiction

ANCHOR TEXT | Respond to Reading

Write About the Anchor Text

Analyze the Prompt

Read the prompt aloud: How does the author help you understand how Marilia has changed from the beginning of the story to the end? Ask: What is the prompt asking you to write? (to explain how the main character's actions and feelings changed from the beginning of the story to the end) Say: Let's reread to see how analyzing text structure, dialogue, and point of view help us answer the prompt.

Analyze Text Evidence

Remind students that the story is told from Marilia's point of view, so we can understand her thoughts and feelings as they change throughout the story. Have students look at Literature Anthology page 180. Ask: What information tells you why Marilia feels the way she does? (The text shows that because her grandmother died in a nursing home, Marilia feels sad when she thinks about going to another nursing home.) Look at page 187. Ask: How is Marilia feeling now? What, or who, changed her mood? (The illustration shows me Marilia is enjoying herself even though she didn't think she would, and the text tells me it is because of Benita.) Ask: Why is this part of the story important? (This is a turning point. Marilia's attitude toward nursing homes changes completely when she admits she likes Benita.)

Respond

Review pages 14-16 of the Reading/Writing Companion. Have partners or small groups refer to and discuss their completed charts and writing responses from those pages. Then direct students' attention to the sentence starters on page 17 of the Reading/Writing Companion. Have them use the sentence starters to guide their responses.

Analyze the Writing

Students should put the events in order to show how Marilia changed over the course of the story. Students should focus on sensory details to help them visualize the sights, sounds, and feelings from Marilia's point of view. Remind students to vary sentence structure by combining short sentences and adding phrases and clauses to others. Students may use additional paper to complete the assignment if needed.

10 WEEKS 1 AND 2

3

Respond

Finally, students will respond to the prompt in their Reading/Writing Companion.

- Using Sentence Starters, students respond to the prompt.
- Students review their notes and graphic organizers to build a response.

Reread | ANCHOR TEXT

How does what Marilia tells Margarita on the bus trip back to school help you understand how Marilia feels?

Talk About It Reread the last three paragraphs on page 188. Turn to your partner and discuss what Margarita and Marilia talk about on the bus.

Cite Text Evidence What does Marilia say that shows how she feels? Write text evidence in the chart.

Clue Marilia feels "light and warm and peaceful."	Clue She can't wait to return next year.	Clue She wants to make Benita a collage and bring it to her before Christmas.
--	---	--

How Marilia Feels

She feels happy because she had a wonderful time with Benita at the nursing home.

The author uses Margarita and Marilia's conversation to help us understand that Marilia left the nursing home feeling happy. The author's description of Marilia's feelings shows how she was affected by her time with Benita.

Quick Tip

When you reread, you can use what the characters say to understand their feelings and actions. Use these sentence starters to describe the characters.

- Marilia cares about Benita because...
- Benita probably feels that Marilia is...

Synthesize Information

Combine what you have learned about Marilia from the beginning of the story to the end of the story. What did Marilia learn from her visit to the nursing home? How do you know she learned this?

Respond to Reading

Discuss the prompt below. Use your knowledge of understanding characters in a story, your notes, and your graphic organizers to help you.

How does the author help you understand how Marilia has changed from the beginning of the story to the end?

Self-Selected Reading

Choose a text and fill in your writer's notebook with the title, author, and genre of the selection. Record your purpose for reading. Include a personal response to the text in your writer's notebook.

17 Unit 3 - Realistic Fiction

Writing Process Pathway

Wonders includes writing process lessons for each week of instruction in Grades K–1 and for each genre study in Grades 2–6. Lessons include the steps in the writing process, meaningful links to foster the reading-writing connection, and offer ample independent writing time. Students prewrite, draft, revise, edit, and share their writing as they develop into proficient readers and writers.

Writing Process in Grades K–1

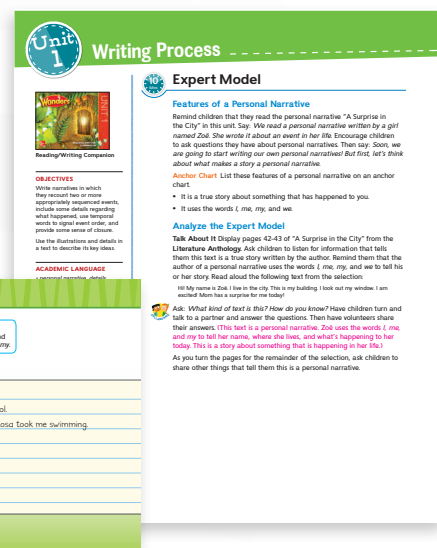
Through discussion, drawing and writing, and peer collaboration, young learners begin to use the step-by-step writing process to organize their ideas, think about text, and create their own writing portfolio.

1

Study the Expert and Student Models

- Discuss the features of the writing genre.
- Discuss the expert model.
- Discuss the student model.
- Consulting an expert model grounds students' writing and focuses on specific craft elements.

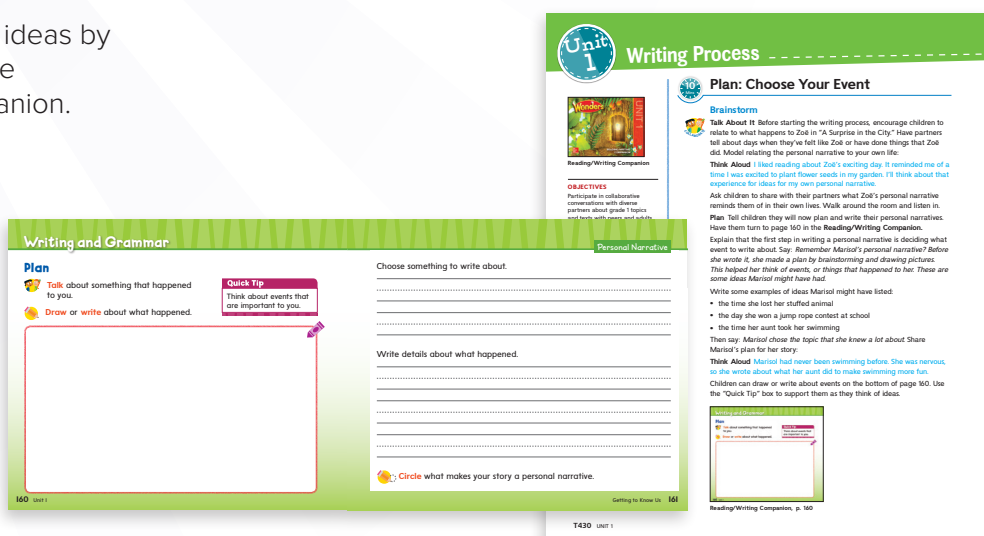
Students use the Reading/Writing Companion to record their answers.



2

Plan

Students plan out their ideas by drawing or writing in the Reading/Writing Companion.



3

Write the Draft

- Discuss the expert and student models.
- Write the draft using the planning notes.

Writing and Grammar

Draft
Read Marisol's draft of her personal narrative.

Student Model

My Special Day
My name is Marisol.
Today my Aunt Rosa took me swimming.

Key Details
I included an important detail to tell about what happened.
[First I was scared.
Then Aunt Rosa blew bubbles.
It looked like fun, so I jumped right in!]

Idea
I included a supporting detail to tell more about the event.

Write Your Turn
Write your personal narrative in your writer's notebook. Use your ideas from pages 162-163. Include supporting details.

162 UNIT 1

Unit 1 Writing Process

Draft

Analyze the Expert Model
Genre: Review the characteristics of the genre with children. Ask: What do we know about personal narratives? Confirm that a personal narrative is a story about something that happened to the person writing it. Refer to the Literature Anthology selection "A Surprise in the City." Invite a volunteer to explain why this story is a personal narrative.
Ideas: Supporting Details: Explain to children that in a personal narrative, an author can include supporting details that tell more about things that happened. Read about these sentences from "A Surprise in the City." Ask children to listen for a supporting detail.
We go to the playground.
I play on the swings.
Tell children that playing on the swings is a detail that tells more about what Zoë did on the playground. Have partners turn and talk about what other details Zoë could have included about her time on the playground. Have volunteers share their ideas with the class.

Analyze the Student Model
Have children turn to pages 162-163 of the Reading/Writing Companion. Say: We're going to take another look at Marisol's personal narrative.
Key Details: Marisol's personal narrative tells about the time her aunt took her swimming. Have children identify a key detail about what happened when Marisol first got to the pool.
Idea: Supporting Details: Marisol included information about her aunt blowing bubbles. Explain that adding this supporting detail tells more about the event.

163 UNIT 1

4

Revise and Edit

- Discuss the expert and student models.
- Make changes to the draft and proofread for mistakes.
- See Teachers Conferences for key steps to help students revise their drafts.

Teacher Conferences

Step 1
Talk about the strengths of the writing.
You used the words I, me, my, and we as you wrote about yourself and your story.

Step 2
Focus on how the writer used the writing trait.
You used a supporting detail to make your writing more interesting.

Step 3
Make concrete suggestions for revision.

The description we add detail

Writing and Grammar

Revise and Edit
Think about how Marisol revised and edited her personal narrative.

Student Model

I Can Swim!
My name is Marisol.
Today my Aunt Rosa took me swimming.

163 UNIT 1

Unit 1 Writing Process

Revise and Edit

Analyze the Student Model
Have children review pages 164-165 in the Reading/Writing Companion to see Marisol's revisions. Say: Marisol revised the title to tell about her personal narrative. She added a detail to make her writing more interesting. When we revise our writing, we think of how to make it better. Have children look at what Marisol did to edit her writing. Say: Marisol checked punctuation and capitalization and made sure she wrote complete sentences. We edit our writing so it is clearer for readers. As needed, review grammar skills in the grammar box.

Revise
Your Turn: Explain to children that they will now revise their draft. They can add details or rewrite parts that don't fit the definition of a personal narrative. As children revise, remind them to check their writing for the skill and trait. Ask:
• Did you include important details to tell what happened?
• Did you include details that tell more about what happened?
Have children use the online Writer's Checklist and Proofreading Marks as they revise their work.
Peer Review: Review rules for peer review. You may wish to show the Peer Reviewing video. Then have partners exchange drafts and note the following:
• Check that the text is a personal narrative, or a story about something that happened to the author.
• Tell what they liked most about the story. Children should also note any questions they have for the author.
Have partners share their ideas. Provide time for children to make revisions.

164 UNIT 1

5

Publish

- Students use checklists to self-evaluate.
- Prepare the final draft.
- Share and evaluate.

Share and Evaluate

Publish

Finish editing your writing. Make sure it is neat and ready to publish.

Practice presenting your work with a partner. Use this checklist.

Present your work.

Review Your Work	Yes	No
Writing		
I wrote a personal narrative.	<input type="checkbox"/>	<input type="checkbox"/>
I included supporting details.	<input type="checkbox"/>	<input type="checkbox"/>
Speaking and Listening		
I introduced myself.	<input type="checkbox"/>	<input type="checkbox"/>
I spoke clearly.	<input type="checkbox"/>	<input type="checkbox"/>
I listened carefully.	<input type="checkbox"/>	<input type="checkbox"/>

166 UNIT 1

Unit 1 Writing Process

Publish, Present, and Evaluate

Prepare to Publish
Have children review their final drafts and make any last-minute changes. Guide them to use digital tools to prepare their work for presentation.

Prepare to Share
Have children turn to page 166 in the Reading/Writing Companion and work with partners to practice their presentation.

Speaking and Listening
Review the Speaking and Listening skills on page 166.
Model introducing yourself and speaking clearly at an appropriate pace for a presentation. Tell children that introducing themselves before they present will help remind the class that the personal narrative is the story of the presenter.
Remind children that listeners should listen carefully to the presentation, paying attention to what the speaker is saying.
Tell children to ask questions at the completion of the presentation if they hear something they don't understand. Model as needed.
Allow children five minutes to rehearse their presentations.

Present
Before children begin presenting, you may wish to show the How to Give Presentations video. Remind children that they not only will take on the role of presenter but also will be a part of the audience for their classmates' presentations. Remind children to be respectful of their classmates. Allow time after the presentations for children to ask questions and give comments.

166 UNIT 1

Writing Process in Grades 2–6

Students learn to think critically as they explore multiple genres—along with their elements and techniques—through mentor texts, expert models, and lessons in the author’s craft during the step-by-step writing process. During the step-by-step writing process, students engage in collaborative conversations and self-evaluation as they strengthen their personal writing craft.

1

Study the Expert Model

Discuss the features of the writing genre

- Create an Anchor Chart to highlight the genre features.
- Explore personal narrative, expository, opinion, and poetry texts.

Analyze an expert model

- Referring to an expert model grounds students’ writing and helps them focus on specific craft elements.

Students use the Reading/Writing Companion to write their answers. The online writers’ notebook provides models of how one student writer develops their writing step-by-step and allows students to complete their own process writing digitally.

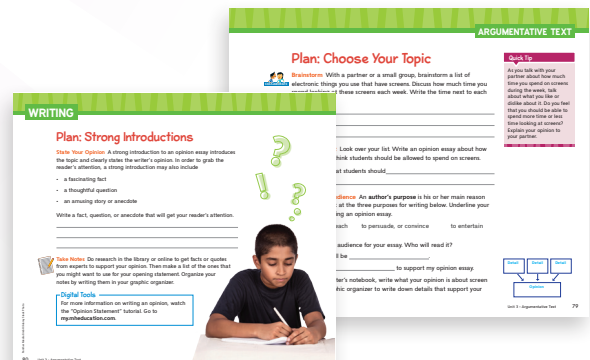


2

Plan

- Choose the topic.
- Discuss the purpose and audience.
- Organize the writing.
- Take notes.

Use digital tools to view model graphic organizers, slideshows, tutorials, and interactive videos.



3

Write a Draft

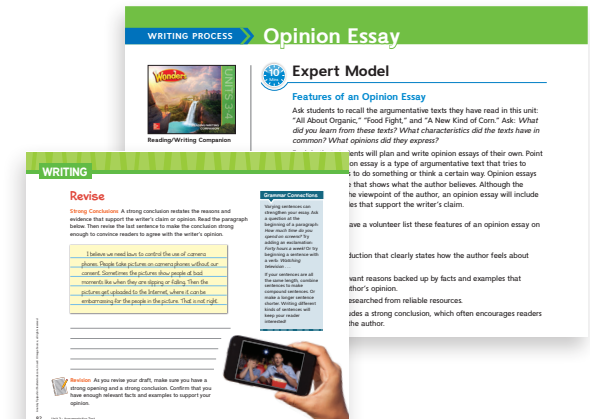
Discuss the elements

- Students collaborate to identify details for their drafts.

Write the draft

- Students write independently in their writer’s notebook.
- Students can also draft their own pieces in the online writer’s notebook.

Use digital tools to view model graphic organizers, slideshows, tutorials, and interactive videos.



4

Revise and Peer Conference

Strengthen elements of the draft

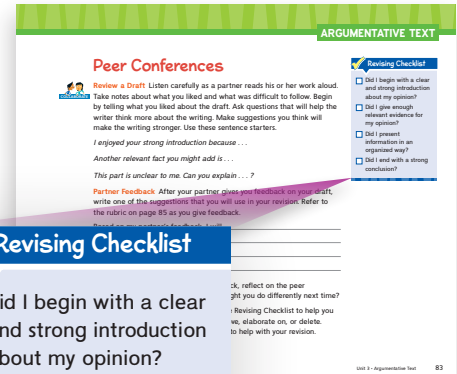
- Focus on a key element of the draft, such as a strong conclusion, effective use of transitions, or sentence fluency.
- Refer back to the expert model for a strong example.

Revision

- The Reading/Writing Companion guides students in revision.
- Students practice writing strong sentences in the online Grammar Handbook.

Peer Conferencing

- Students follow routines for peer review of writing as they listen, discuss, and give feedback.
- Students review the revising checklist in the Reading/Writing Companion.



5

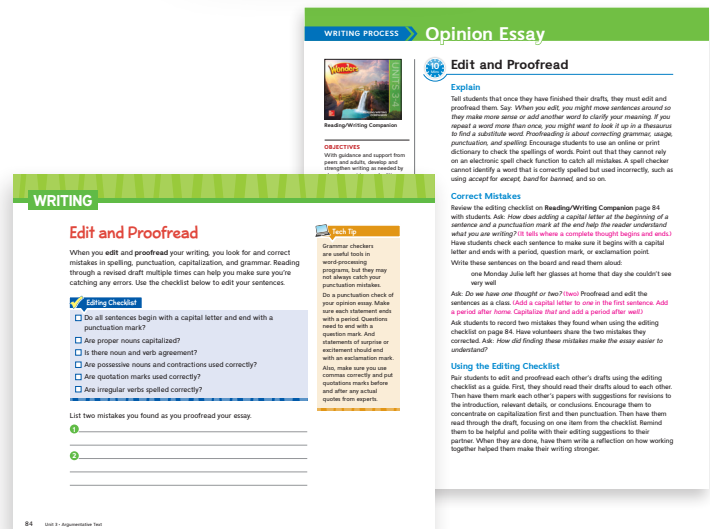
Edit and Proofread

Correct mistakes

- Use the Editing Checklist in the Reading/Writing Companion to find and correct mistakes.

Collaborate

- Pair students to edit and proofread each other's drafts using the Editing Checklist as a guide.
- Students can use the online Grammar Handbook as an editing tool.

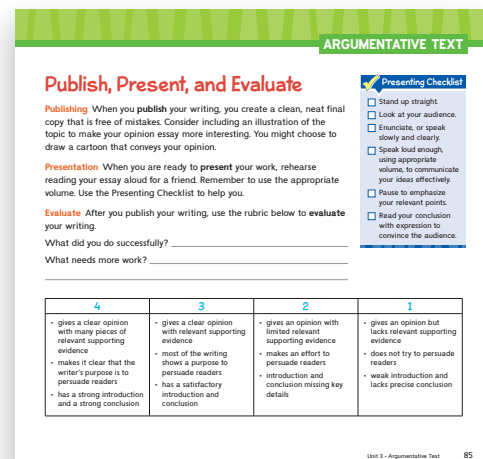


6

Publish, Present, and Evaluate

Publish and Self-evaluate using a Rubric

- Students publish, present, and evaluate their final drafts. Rubrics are in the Reading/Writing Companion.
- Anchor papers are available in Digital Tools.

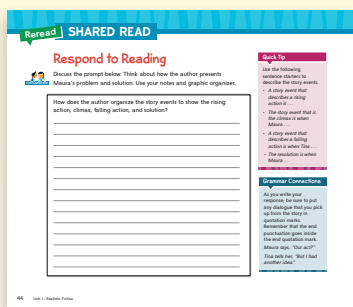
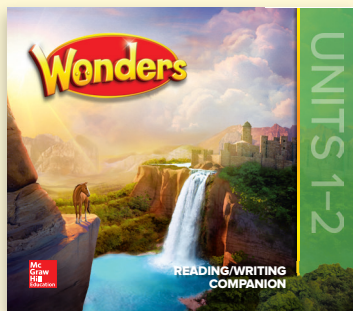


Writing and Your Wonders Workshop Experience

Reading and Writing, Every Day

- ANALYZE THE PROMPT
- ANALYZE THE TEXT EVIDENCE
- RESPOND TO READING
- OBSERVE MENTOR WRITING

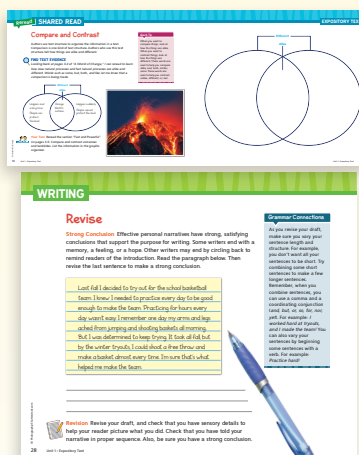
If they read about it, they write about it.



Mini-lessons

- SMALL GROUP OR WHOLE GROUP
- EXPLAIN THE SKILL AND ITS PURPOSE
- MODEL HOW TO APPLY SKILL
- GUIDED PRACTICE

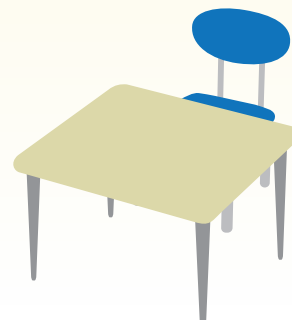
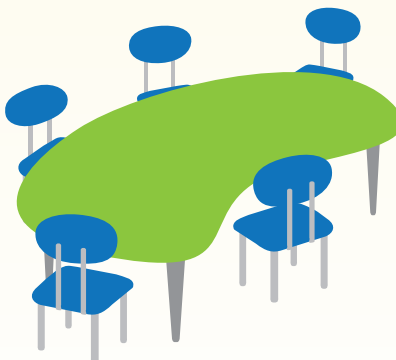
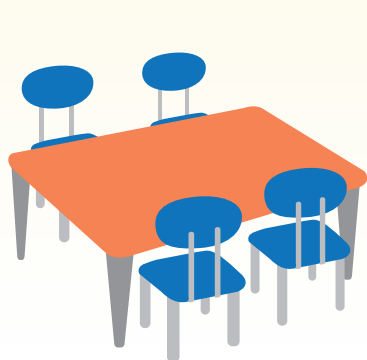
Wonders provides ample practice in writing and meaningful revision. The gradual release model of the mini-lessons provides scaffolded instruction through modeling and guided practice. Students can then confidently apply the skill to their own writing.



Independent Writing

- GENRE WRITING
- SELF-SELECTED WRITING
- ONLINE WRITER'S NOTEBOOK
- EXTENDED WRITING TASKS
- STUDENT CHOICE AND EXPLORATION

Students revise and edit their own topic or choose from the provided prompts. Student choice and digital tools encourage engagement while developing and strengthening writing skills and routines.




- RESPECTFUL CLASSROOM CULTURE
- COLLABORATIVE PRACTICE
- THOUGHTFUL APPLICATION

[illegible]

- CREATING HABITS OF LEARNING
- SYNTHESIZING AND SHARING IDEAS

I am **part of a community of learners.**



listen actively

build on others' thoughts

share what I know

choose the right words

gather information

before I act or speak


CLASSROOM CULTURE

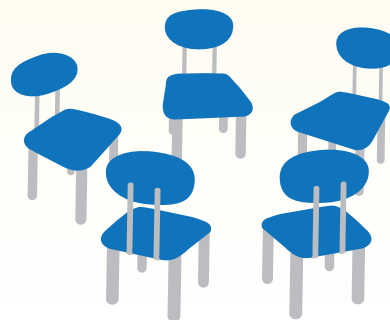
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We respect and value each other's experiences.

Teach students to recognize the merits of others' opinions and at the same time share their own opinions. Help them communicate effectively with prompts such as

- I see this another way.
- I have another idea.
- I noticed something else.





Writing in Response to Reading with the Shared Read

Analytical writing begins in the Reading/Writing Companion as students analyze the prompt related to the text they just read. Using tools such as sentence starters and graphic organizers, students begin to frame their ideas for their own writing.

Reread SHARED READ

Respond to Reading

Grammar Connections

Children can use online Grammar Handbook pages 498 and 501 to review and practice capitalization and end punctuation.

Write About the Shared Read

Analyze the Prompt

Read the prompt aloud: *How does the author show that family members work together to make good decisions?* Ask: *What is the prompt asking you to do?* (tell how the author shows that Maria's family works together to make good decisions) Point out the key words *work together* and *make good decisions* in the prompt. Say: *Let's reread to find details in the text about a decision that needs to be made. Then let's find details about how the family works together to make a good decision.*

Analyze Text Evidence

Remind children that the story has a clear beginning, middle, and end. At the beginning, the author introduces a family and shows the problem (Reading/Writing Companion pages 3 and 4). Ask children to find the words Maria says to show her strong feelings. ("por favor!" and "I want to go!") In the middle, the author shows family members sharing opinions about the problem (pages 4 and 5). Have children find the words the characters say to express their opinion. (Mae: "You must do the right thing"; Pai: "the parade is important" and "share our culture") The author then shows Maria thinking about her parents' words, and she comes to agree with them; the text says "Pai is right." By the end, Maria is happy with the decision. Ask children to find text evidence to show how Maria feels at the end. (Maria is "excited to be in the parade"; she is "proud of her hard work.") Tell children they can use this information to write their responses.

Respond

Direct children to the sentence starters on Reading/Writing Companion page 14. Have partners use the sentence starters to focus on how the author shows how the family works together to make a good decision.

Think Aloud At the beginning, Maria wants to miss practice to visit her friend. She talks with her parents about it, and the author uses the characters' words to show their opinions. In the middle of the story, Maria's father gives several reasons about why the parade is more important. Maria listens to her parents, thinks about their reasons, and agrees with them. By sharing ideas and listening to each other, the family helps Maria make a good decision.

Analytical Writing Children should use the sentence starters to form their responses. Encourage them to use important details from the story to complete each sentence starter. Remind children to use the vocabulary words in their responses.

English Language Learners SCAFFOLD

Use examples to clarify the phrases: *work together* and *make good decisions*. Then use the following scaffolds with Respond to help children share ideas orally before writing.

Beginning

Review the work children did identifying events in the beginning, middle, and end of the story. Have partners answer: *How does Maria feel in the beginning?* Maria doesn't want to go to practice. What does Maria's father explain in the middle? He explains why the parade is important. Do you think Maria makes a good decision at the end? Maria makes a good decision.

Intermediate

Have partners work together to find details of how the family works together to share their feelings and how Maria makes a good decision. Read about the part in the beginning where Maria shares her feelings. (Possible response: on page 4 Maria says it's not fair) Now read the part where her father shares his feelings. (page 4, paragraph 4) Read about the part where Maria makes a good decision. (page 6, paragraph 1)

Advanced/Advanced High

Newcomers

Use the Newcomer Online Visuals and their accompanying prompts to help children expand vocabulary and language about School (5-9) and Family (3-5). Use the Conversation Starters, Speech Balloons, and the Games in the Newcomer Teacher's Guide to continue building vocabulary and developing oral and written language.

Reread SHARED READ

Respond to Reading

Grammar Connections

Remember to begin the first word of each sentence with a capital letter. Use a period at the end of each sentence to show the end of a statement.

Quick Tip

Use these sentence starters to help you organize your text evidence.

At the beginning of the story, Maria...

In the middle of the story, Maria's father...

At the end of the story, Maria...

How does the author show that family members work together to make good decisions?

Writing Mini-lessons

Developing writers need time and practice to draft, revise, and rewrite. Mini-lessons in the Reading/Writing Companion support both teacher and student in the process.

- The teacher chooses to use mini-lessons in whole group or small group instruction.
- The teacher guides students through the writing process using the gradual release model.
- Students apply the skill on their own to become confident writers.

EXPOSITORY TEXT

Minilesson Resources

WRITING

Revise

Strong Conclusion Effective personal narratives have strong conclusions that support the purpose for writing. Some memory, a feeling, or a hope. Other writers may end by remind readers of the introduction. Read the paragraph and revise the last sentence to make a strong conclusion.

Last fall I decided to try out for the school basketball team. I knew I needed to practice every day to be good enough to make the team. Practicing for hours every day wasn't easy. I remember one day my arms and legs ached from jumping and shooting baskets all morning. But I was determined to keep trying. It took all fall, but by the winter tryouts, I could shoot a free throw and make a basket almost every time. I'm sure that's what helped me make the team.

Remember, when you combine sentences, you can use a comma and a coordinating conjunction (and, but, or, so, for, nor, yet). For example: *I worked hard at tryouts, and I made the team!* You can also vary your sentences by beginning some sentences with a verb. For example: *Practice hard!*

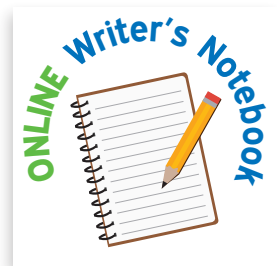
Revision Revise your draft, and check that you have sensory details to help your reader picture what you did. Check that you have told your narrative in proper sequence. Also, be sure you have a strong conclusion.

Independent Writing

To become better writers, students need to write. In *Wonders*, students have multiple opportunities to write every day in their writer's notebook.

In the writer's notebook, children will:

- Write to prompts every week.
- Write pieces that they may choose themselves.
- Do Quick Writes to summarize texts and free writing to generate ideas.
- Write responses to reading to deepen their understanding.




AUTHOR INSIGHT




"Teaching students strategic peer conferencing routines, through guided and monitored collaborative practice, can be key to instructional success. Since in most classrooms there are many students and only one teacher, it is helpful to allow them to serve as effective conferencing partners for each other."

—Kathy Bumgardner

Reread | **EXPOSITORY TEXT**




Respond to Reading

 Discuss the prompt below. Be sure to use evidence from the text and the text features to answer the question.

How does the author organize information to show how a family farm produces food for consumers?

Quick Tip
Use these sentence starters to organize your text evidence.
The author explains...
The author uses...
Text features show...

 **Self-Selected Reading**
Choose a text. In your writer's notebook, write the title, author, and genre of the book. As you read, make a connection to ideas in other texts you read, or a personal experience. Write your ideas in your writer's notebook.

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Sharing

By creating a culture of collaboration, students learn to respect and value each other's experiences. Students have an opportunity to practice their positive communication when they publish, present, and evaluate their work.

Throughout the writing process, partners are guided in collaborative conversations to improve and enhance their work. When the time comes to publish and present, rubrics and checklists guide partners in providing effective feedback.

WRITING

Publish, Present, and Evaluate

Publishing Create a clean, neat final copy of your story. You may add illustrations or other visuals to make your published work more interesting.

Presentation Practice your presentation when you are ready to present your work. Use the Presenting Checklist to help you.

Evaluate After you publish and present your story, use the rubric on the next page to evaluate your writing.

- What did you do successfully? _____
- What needs more work? _____

REALISTIC FICTION

Listening When you listen actively, you pay close attention to what you hear. When you listen to other children's presentations, take notes to help you better understand their ideas.

What I learned from 's presentation: _____

Questions I have about 's presentation: _____

4	3	2	1
<ul style="list-style-type: none"> tells a lively, realistic fiction story about a character in a family begins with a strong, detailed opening has a clear beginning, middle, and end is free or almost free of errors 	<ul style="list-style-type: none"> tells a story about a character in a family begins with a strong opening has a beginning, middle, and end has few errors 	<ul style="list-style-type: none"> tries to write realistic fiction but details are unclear lacks a strong opening makes an effort to sequence events and create a beginning, middle, and end has many errors that distract from the meaning of the story 	<ul style="list-style-type: none"> does not focus writing on the genre or topic lacks an opening does not sequence events into a beginning, middle, and end has many errors that make the story hard to understand

WRITING

Publish, Present, and Evaluate

Publishing Create a neat, clean final copy of your expository text. As you write your draft, be sure to print neatly and legibly. You may add illustrations or other visuals to make your published work more interesting.

Presentation Practice your presentation when you are ready to present your work. Use the Presenting Checklist to help you.

Evaluate After you publish and present your expository text, use the rubric on the next page to evaluate your writing.

- What did you do successfully? _____
- What needs more work? _____

EXPOSITORY TEXT

Listening When you listen actively, you pay close attention to what you hear. When you listen to other students' presentations, take notes to help you better understand their ideas.

What I learned from 's presentation: _____

Questions I have about 's presentation: _____

4	3	2	1
<ul style="list-style-type: none"> uses specific facts about a community worker's job sentences vary in length and type has a clear statement or paragraph that concludes the essay is free or almost free of errors 	<ul style="list-style-type: none"> tells information about a community worker's job sentences are different lengths has a concluding statement has few errors 	<ul style="list-style-type: none"> uses information that does not relate to the topic sentences are mostly the same length does not have a clear conclusion has many errors that distract from the meaning of the essay 	<ul style="list-style-type: none"> most information is not based on facts from sources sentence length is the same does not have a concluding statement has many errors that make the essay hard to understand

Online Writer's Notebook

In Grades 2–6, the online Writer's Notebook offers blended learning options for writing instruction and independent practice for your *Wonders* core writing lessons. Students have a digital toolkit of writing tools to use as they develop, rewrite, and publish their pieces. Teachers and parents can log in and check for progress, and teachers can provide feedback digitally, making it possible for students to work through the entire writing process online.

Teacher resources include blackline masters to share or assign, including graphic organizers to help with planning, student models of each type of writing, anchor papers, and rubric templates.

The student toolkit provides support at each step of the writing process, including guidance on taking notes, mapping stories, creating outlines, having collaborative conversations, and presenting work. Students can easily access writing rubrics for each genre and use checklists for revision, peer conferencing, and editing as they become familiar with the writing process.

1. Guide planning with graphic organizers and other tools.
2. Build confidence with familiar tools for formatting and markup.
3. Support writing with point-of-use resources at every step.

The image displays two screenshots of the Online Writer's Notebook interface, illustrating the writing process for different genres.

Top Screenshot: Narrative Nonfiction Essay (Unit 4 Genre Study 1)

This interface shows the 'Plan' stage of the writing process. A graphic organizer titled 'Cause-and-Effect Chart' is displayed, with the instruction: 'Use this graphic organizer to plan your narrative nonfiction essay.' The chart has two main columns: 'Cause' and 'Effect', connected by arrows. A sidebar on the right provides instructions for the 'Plan' stage, including an 'Introduction to Plan' section and links to resources and a rubric.

Bottom Screenshot: Personal Narrative (Unit 1 Genre Study 1)

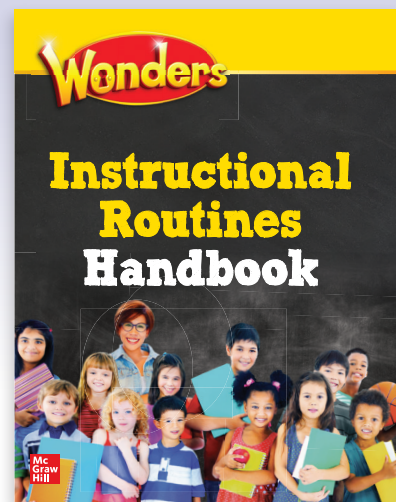
This interface shows the 'Draft' stage of the writing process. It features a rich text editor with a toolbar for formatting (bold, italic, underline, text color, background color, bullet points, numbered list, indent, outdent, link, unlink, image, video, audio, code, table, and table of contents). The text area contains a sample paragraph about a summer trip to a swamp. A sidebar on the right provides instructions for the 'Draft' stage, including an 'Introduction to Draft' section and links to resources and a rubric.

Professional Development for Writing Instruction

Wonders provides educators with multiple sources of support as they guide students through the craft of writing.

- Professional Development begins with embedded supports in the Teacher's Edition.
- Suggested Lesson Plans call out daily writing activities and where to find the connected instruction.
- Writing Mini-lessons on Author's Craft, Responding to Reading, working with expert models, and the writing process offer teachers prompts, scaffolding, support for differentiation, and more.
- Start Smart and Inspire Confident Readers pages provide a high-level overview of routines, goals, and author insights, along with progress through the writing process.
- Teachers can support independent and self-selected writing with TE prompts and additional guidance in the online Writer's Notebook and Resource Toolkit.
- The online Professional Development resources Available whenever needed, online Professional Development resources include white papers, author videos, and classroom modeling videos to inform and guide educators as they provide writing instruction.

The Instructional Routines Handbook provides step-by-step guides to instructional practices, including analytical and process writing, and helps teachers implement best practices in the classroom.



“

To be successful in school and beyond, students must learn to write using the information they have gleaned from texts they have read. This skill requires that students learn to find information, understand that information, and be able to use that information to support the topic of their writing.

Dr. Douglas Fisher

”



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