



Grades K–5



TEACH IT YOUR WAY, TENNESSEE

All of your
resources
are available
to you in
one place.

Grade 4 • Unit 3 • Genre Study 1

Key Concept: Helping the Community

Essential Question: In what ways can you help your community?

Reading

Interactive Read Aloud

"Books"
Genre: Realistic Fiction
TE, Unit 3, p. T23

Shared Reading

"Remembering Hurricane Katrina"
Shared Read, Genre: Realistic Fiction
Reading/Writing Companion, Units 3-4, pp. 2-11; TE, Unit 3,
pp. T24-T39

Aguinaldo
Anchor Text, Genre: Realistic Fiction
Literature Anthology, pp. 178-189; TE, Unit 3, pp. T43A-43L

"Partaking in Public Service"
Paired Selection, Genre: Expository Text
Literature Anthology, pp. 192-195; Reading/Writing Companion,
Units 3-4, pp. 18-21; TE, Unit 3, pp. T45A-T47



Respond to Reading

Writing About the Shared Read: Activities

Summarize/Quick Write
Reading/Writing Companion, Units 3-4, p. 5; TE, Unit 3, p. T27

Respond to Reading
Reading/Writing Companion, Units 3-4, p. 12; TE, Unit 3, pp. T38-T39

Writing About the Anchor Text: Activities

Respond to the Text Summarize, Write, and Make Connections
Literature Anthology, p. 191, TE, Unit 3, p. T43N

Respond to Reading
Reading/Writing Companion, Units 3-4, p. 17; TE, Unit 3, pp. T44-T45

Writing

Modeled Writing

Genre: Realistic Fiction
Expert Model Lesson
Reading/Writing Companion, Units 3-4 p. 24;
TE, Unit 3, pp. T50-T51

*TE lessons for Revise; Peer Conferencing; Edit and Proofread; and Publish, Present, and Evaluate are found in Genre Study 2 of the unit.

Shared and Interactive Writing

Plan and Draft Lessons
Reading/Writing Companion, pp. 25-27; TE, Unit 3, pp. T52-T57
Revise; Edit and Proofread; and Publish, Present, and Evaluate
Lessons*
Reading/Writing Companion, Units 3-4, pp. 28, 30-31; TE, Unit 3, pp.
T148-T149, T152-T155

Tennessee Standards Addressed

ELA: 4.FL.PWR.3.a, 4.FL.WC.4.a, 4.FL.F.5.a-b, 4.FL.SC.6.b, 4.RL.KID.3, 4.RL.CS.4, 4.RL.CS.6, 4.RL.IKJ.9, 4.RL.RRTC.10, 4.RI.IKJ.8, 4.SL.CC.1, 4.SL.CC.2, 4.W.TTP.3.a, 4.W.TTP.3.c, 4.W.PDW.4, 4.W.PDW.5, 4.W.RBP.7, 4.W.RBP.9, 4.W.RW.10, Science: SSP.04, SSP.06

Foundational Skills

Phonics

•r-Controlled Vowels /ür/
•r-Controlled Vowels /är/, /ôr/
TE, Unit 3, pp. T42-T43, T50-T51

Spelling

•r-Controlled Vowels /ür/
•r-Controlled Vowels /är/, /ôr/
TE, Unit 3, pp. T64-T65, T66-T67

Fluency

•Expression
TE, Unit 3, pp. T43, T51

Small Group Reading

Close Reading and Responding

Playground Buddy (Approaching) *Brick by Brick* (On Level and ELL)

Standing Guard (Beyond)

Leveled Readers

Genre: Realistic Fiction

TE, Unit 3, pp. T70-T71, T80-T81, T86-T87, T100-T101

"How Vera Helped"

Differentiated Genre Passages

Genre: Narrative Nonfiction (Approaching, On Level, Beyond, and ELL)

TE, Unit 3, pp. T72-T73, T82-T83, T88-T89, T102-T103

ELL Shared Read and Anchor Text Lessons

TE, Unit 3, pp. T92-T99

Independent Reading and Reading Conferences

Students choose from:

Classroom Library Selection: *M.C. Higgins, the Great* and *Extra Credit*, Bonus Literature Anthology Selections, Bonus Differentiated Genre Passages, Bonus Leveled Readers, Leveled Reader Library Online, Self-Selected Titles

Small Group Writing

Differentiated Writing: Expert Model and Revise Lessons

TE, Unit 6, pp. T50-T51, T148-T149

Grammar Talk About It Activities

TE, Unit 3, pp. T58-T61

Independent Writing and Writing Conferences

Plan and Draft Lessons

Reading/Writing Companion, pp. 25-27; TE, Unit 3, pp. T52-T57

Revise; Peer Conferencing; Edit and Proofread; and Publish, Present, and Evaluate Lessons*

Reading/Writing Companion, Units 3-4, pp. 28-31; TE, Unit 3, pp. T148-T155

Research and Inquiry Project: Make a Public Service Announcement

Reading/Writing Companion, Units 3-4, pp. 13, 23; TE, Unit 3, pp. T42-T43, T69

Self-Selected Writing, TE, Unit 3, p. T15

To see all grades,
reference your
*Tennessee Literacy
Model brochure.*

BUILD KNOWLEDGE

THROUGH AUTHENTIC DIVERSE LITERATURE

- Authentic Culturally Diverse Literature Where Students Can See Themselves
- Spanning from Classic to Contemporary
- Aligned to Science and Social Studies Content



Embedded Close Reading
Routine facilitating a deeper
understanding of Complex Text

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about helping your community.
- Take notes and summarize.
- Use **ACT** prompts as needed.

Reread DOK 2–3

- Analyze the text, craft, and structure.
- Use *Reading/Writing Companion*, pp. 14–16.

Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Inspire action.

Close Reading Routine

ACT Access Complex Text

Specific Vocabulary

Review with students that authors often provide definitions or restatements in the surrounding sentences to clarify the meanings of unfamiliar words. Point out the word *elliptical* on page 202.

- *What does elliptical mean? (oval-shaped)* Have a volunteer read aloud the sentence that defines *elliptical*.

ACT: Access Complex Text



Content Area Learning

- Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word



Complex Text correlated to Science and
Social Studies Concepts



Content Area Learning

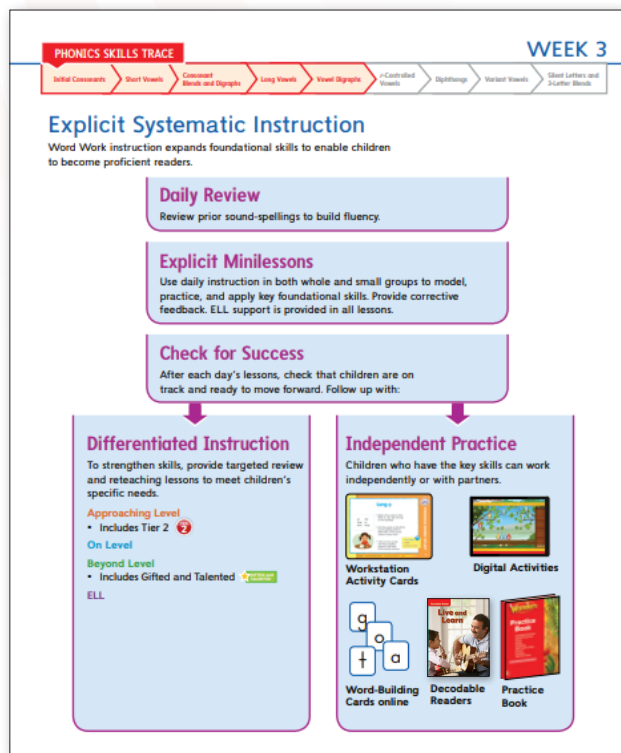
- Explore, illustrate, and compare life cycles in living organisms



Point-of-Use Strategies
to facilitate Access to
Complex Text

LAY A FIRM FOUNDATION

An ever growing trade book database that facilitates independent reading, small group instruction, intervention, authentic read alouds, and more.



✓ Tested in *Wonders* assessments

Foundational Skills

Phonological/Phonemic Awareness

- Categorize, blend, and substitute phonemes
- Contrast vowel sounds

Phonics/Structural Analysis/Handwriting

- ✓ Introduce/review long *o: oa, ow, oe*
- ✓ Open Syllables
- Handwriting: *Pp*

Spelling Words
low boat no row oat to

- Differentiated Spelling Lists, p

High-Frequency Words
✓ find food more over

Decodable Text

- Apply foundational skills in c

Fluency

- Accuracy and Rate

Phonological/Phonemic Awareness

- Contrast vowel sounds
- Categorize, blend, and substitute sounds

Phonics: Long *o: oa, ow, oe*

- Introduce/review sound-spellings
- Blend/build words with sound-spellings
- Use manipulatives for interactive learning
- Practice handwriting
- Structural Analysis: Build reading word bank

Spelling: Long *o: oa, ow, oe*

- Differentiated spelling instruction
- Encode with sound-spellings
- Explore relationships with word sorts

High-Frequency Words

- Read/Spell/Write routine

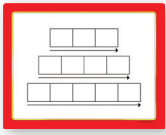
See Word Work, pages T204–T207, T214–T217, T224–T227, T232–T233, T238–T239.

Interactive Games & Activities... that students want to do!

- Phonics/Spelling practice
- Phonics games
- Word sort activities
- Sound spelling songs
- Word study games
- Interactive Alphabet Poster



Digital and Print Resources for Every Phonics Lesson



Response Board
Write-on/Wipe-off



Sound Spelling
Cards



Leveled Workstation
Activity Cards

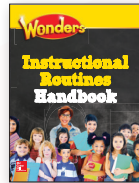


Decodable Reader
(Grades K-2)

Over 90 High-Frequency
Words taught in Kindergarten!



High-Frequency Words



Instructional
routine handbook



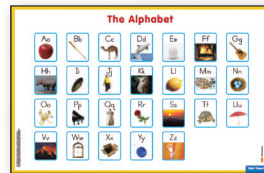
Photo
Cards



Phonics/Spelling
Practice Book Online



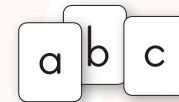
Your Turn Practice Book



Teaching Posters



Reading Writing Workshop



Word Building Cards

Explicit and Systematic
Modeling and Guided Practice
in sound manipulation

Daily phonics practice activity
application of the phonics skill

Engaging digital practice
accessed at school or home

Immediate Corrective Feedback

WEEK 3

Blend with Long *o*: o, oa, ow, oe

1 Model Display Word-Building Cards g, o, a, t. Say: This is g. It stands for /g/. These are o and a. Together they can stand for /ō/. This is t. It stands for /t/. Listen: /gōōt/. Continue with: load, row, toe, and most.

2 Guided Practice/Practice: Display the Day 1 Phonics Practice Activity. Guide practice, reading each word in the first row with children. Blend the sounds: /r/ /ō/ /nnōōō/. The word is *no*. Continue to guide practice as needed with rows 2-7. Provide corrective feedback as needed.

g o a t

no	go	so	grow	both	cold
bold	load	goes	coat	snow	most
toad	told	bat	boat	flow	flown
going	unload	regrow	don't	hippo	oatmeal

Can I go to the show?
Both Mo and Joe row the boat.
Joan made a roast and a loaf of bread.

Day 1 Phonics Practice Activity

If children need additional practice blending words with long *o*, see Practice Book page 279 or the online activity.

Corrective Feedback

Sound Error: Model the sound that children missed. Have them repeat the sound. Say: My turn. Tap under the letter and say: Sound? /ō/. What's the sound? Return to the beginning of the word. Say: Let's start over. Blend the word with children again.

Daily Handwriting

During the week, teach upper- and lowercase *Pp* using the online Handwriting models. Model writing *Pp* using the strokes on the models. For practice writing words and

English Language Learners

Phonemic Awareness, Model Focus on articulation. Say /ō/ and note your mouth position. (round and open, lips drawing in at end of sound, like w). Have children repeat. Use the Sound-Spelling Cards. Repeat for /ē/. Have children say both sounds, notice the differences. Continue with *so/see, boat/beat, road/read*.

Phonics, Model See pages 8-9 of the Language Transfers Handbook. Speakers of Hmong and Arabic have no transferrable /ō/ sound. Since the Spanish /ō/ is a pure vowel, the slide to the w sound at end of the vowel will need to be emphasized.

Digital Tools

To differentiate instruction for key skills, use the results of this activity.

Phonics Practice

For more practice, use these activities.

Phonemic Awareness

Handwriting

DIFFERENTIATED FOR EVERY STUDENT

A PATH FORWARD FOR EVERY LEARNER

Wonders provides you with a collection of resources and instruction to move students ahead as soon as they're ready. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners.

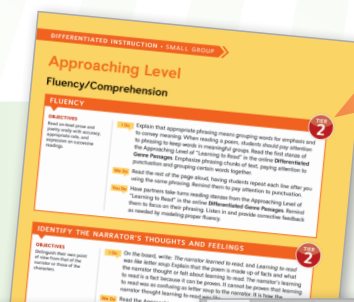
50% fiction, 50% non-fiction, Wonders **Leveled Readers** help students level up with readers that share the same skills, vocabulary, and concepts—all connected to the Reading/Writing Companion.

Expository readings in science and social studies promote deeper understanding of content across disciplines while providing students with nonfiction titles that are identical in every way—except complexity.



TIER
2

Your **STRUGGLING READERS** find targeted support including Tier 2 resources, to help them “level up.”



Print Awareness

TEACHBOOK

Print awareness is the understanding of how print is organized on a page. It includes knowledge of the direction of reading, the relationship between words and letters, and the relationship between the page and the text.

Print awareness is a foundational skill that is essential for reading. It is the first step in learning to read, and it is the first step in understanding the relationship between the page and the text.

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Practice Choral Reading

Staring Eagle and Clever Rabbit

Staring Eagle: Hello down there, Rabbit. Would you like to play a game with me?

Staring Eagle: What kind of game can an eagle like you play with a rabbit like me?

Staring Eagle: A game that I can win, of course!

Staring Eagle: Yes, of course. That's exactly what I thought. And if you win, will I be your prize?

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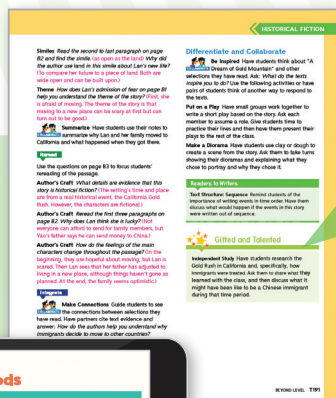
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DIFFERENTIATE DAILY



Gifted and Talented

Independent Study Have students research the Gold Rush in California and, specifically, how immigrants were treated. Ask them to share what they learned with the class, and then discuss what it might have been like to be a Chinese immigrant during that time period.

GIFTED AND TALENTED

students will find additional choices to extend their reading, research areas of interest, and write about everything they've learned.

Investigate: Floods

TASK Your class is learning about floods. Your teacher has asked you to write a report for the school's website about preparing for a flood. You will present your report to teachers, students, and parents. You will tell the audience what causes floods and how to be prepared for them.

For this task, you will

- Level 1: Analyze the Text
- Level 2: Evaluate Sources
- Level 3: Time History
- Level 4: Write an Outline and Draft
- Level 5: Revise and Edit Your Draft
- Level 6: Publish and Present

GO

Plan Your ELL Small Group Instruction for the Shared Read		
Beginning	Intermediate	Advanced/Advanced High
Use the online Scaffolded Shared Read to focus on comprehension of a sheltered version of "Sailing to America." Then have all ELL levels participate together in the activities on pages T196-T197.	Use pages T194-T195 to support student comprehension of the on-level text, reinforce skills and strategies, and develop oral language. Then have all ELL levels participate in the activities on pages T196-T197.	Use pages T194-T195 to support student comprehension of the on-level text, reinforce skills and strategies, and develop oral language. Then have all ELL levels participate in the activities on pages T196-T197.

ENGLISH LANGUAGE LEARNERS

are supported with instruction directly integrated into your core **Wonders** curriculum, providing both academic and social language acquisition. Resources are built to ensure equity of access for all, from newcomers to those with advanced proficiency.

English Language Learners

"Sailing to America"

Objectives

- Use the online **Scaffolded Shared Read** to focus on comprehension of a sheltered version of "Sailing to America." Then have all ELL levels participate together in the activities on pages T196-T197.

Prepare to Read

Read Background This information about immigration to America (Texas information such as the following, while expanding on key words and phrases as needed. Authors of pages T194-T195 were in the United States in the late 1800s. Many people were from Ireland. They traveled across the Atlantic Ocean in large ships. They came to America by ship, land, and by train. The **Visual Vocabulary Card** to review the vocabulary, review the background information, and expand on key words and phrases as needed. Use the online **Visual Vocabulary Card** to review the vocabulary, review the background information, and expand on key words and phrases as needed. Use the online **Visual Vocabulary Card** to review the vocabulary, review the background information, and expand on key words and phrases as needed.

My Community

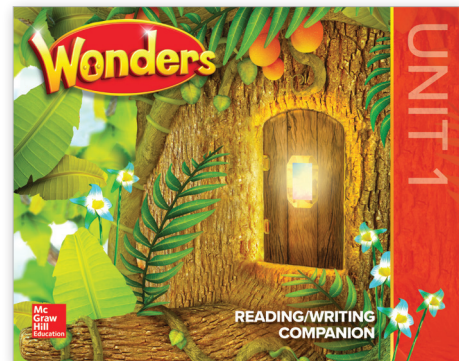
English Learner Benchmark Assessments also available online

WRITING

HELPING STUDENTS BECOME STRONG, CONFIDENT WRITERS

In **Wonders**, students engage in

- Daily writing practice
- Developing habits of writing
- Writing about reading, using text evidence to support their response
- The writing process, developing a strong routine that will impact their use of the written word throughout their lives



Read

SHARED READ

Point of View

The narrator's point of view tells how the narrator thinks or feels about characters or events in the story. A story can have a first-person narrator or a third-person narrator.

Find Text Evidence

When I read page 133 of "A Telephone Mix-Up," I see that the narrator uses the pronouns *she* and *his* when the narrator tells what Meg and her father are thinking. This story has a third-person narrator. I can find details in the story about the narrator's point of view.

Details

The narrator tells us what Meg's father says about the telephone, "Picture of the amazing benefit!"

The narrator states, "Despite the concerns of some people, progress marched on."

Point of View

The narrator thinks the telephone will be a useful invention.

Quick Tip

Stories in the first-person point of view have the pronouns *I*, *me*, *my*, *we*, *us*, and *our*. Stories in the third-person point of view have the pronouns *he*, *she*, *it*, *him*, *her*, *his*, *her*, *they*, *them*, and *their*.

Read

SHARED READ

Your Turn: Reread "A Telephone Mix-Up." Find other details in the story that tell you the narrator's point of view about Meg's wish for her father. Use the graphic organizer to list the details.

Respond to Reading

HISTORICAL FICTION

Details

Point of View

Quick Tip
 Use these sentence starters to discuss the text and explain your answer.

- In the story, the historical setting is . . .
- The author develops the story by . . .
- The historical setting affects the events in the story because . . .

Grammar Connections

Unit 4 • Historical Fiction 341

Reread | SHARED READ

Respond to Reading

Discuss the prompt below. Think about how the author presents the information. Use your notes and graphic organizer.

How does the author use a historical setting to develop the plot of the story?

Quick Tip

Use these sentence starters to discuss the text and explain your answer:

- In the story, the historical setting . . .
- The author develops the story by . . .
- The historical setting affects the events in the story because . . .

Grammar Connections

As you write your response, be sure to use quotation marks around dialogue or direct quotations from the story.

"Absolutely," he said.

"Can I go, Father?" Meg asked.

He said, "Here is Emma."

Remember, a comma goes after words like *said* or *asked* when the quotation follows. A comma goes inside the quotation marks when the quotation comes before words like *said* or *asked*.

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In **Wonders**, students will engage in

- Extended writing in specific genres
- The writing process from planning through presenting
- Targeted mini-lessons and embedded opportunities for teacher and peer conferencing

WRITING

Expert Model

Features of Narrative Poetry

Narrative poetry tells a story in a poem. The story can be made-up or based on a real event. The lines of the poem may or may not rhyme. A narrative poem

- tells a story and has characters
- is about fictional or real events
- is usually written in stanzas

Analyze an Expert Model Studying how to write a narrative poem. Read page 312 of the Literature Anthology. Who are the characters in the poem?

What stanzas in the poem has a rising action?

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NARRATIVE POETRY

Plan: Choose Your Topic

Freewrite With a partner, talk about successes and things you have achieved. Then, on a separate sheet of paper, quickly write about your achievements. Don't worry about spelling or grammar. Pick two achievements and write them below.

Writing Prompt Write a narrative poem about one of your achievements.

Quick Tip Talking with a partner about your ideas for your poem can help you plan which events come first, next, and last. Drawing pictures of the events can also help you plan. Draw pictures next to the boxes on your chart.

WRITING

Plan: Sequence

Put Events in Order You need to plan the sequence of your poem before you begin to write. Sequence is the order in which key events take place. If you were writing a story, it would be easy to separate the beginning, middle, and end into paragraphs. In a poem, you can separate the beginning, middle, and end into stanzas. You can also include transition words and phrases to help the reader figure out the sequence. At first... Then... Before long... After that... Finally...

To make sure you cover everything, answer these questions:

- What feelings did you have before your achievement?
- What was the first thing that happened on the way to that achievement?
- What were you seeing, hearing, and smelling while you were doing it?
- How did you feel when you finally achieved what you wanted to do?

List three events that you will write to tell about your achievement.

- 1 _____
- 2 _____
- 3 _____

Take Notes Once you know what your poem is about, make a list of your settings and characters. Use your flow chart to plot out the events of the story. Include only the most important details about each event to keep your chart entries brief. Use transitions to link your ideas together.

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NARRATIVE POETRY

Draft

Figurative Language Poets use figurative language, such as similes and metaphors, to help readers draw pictures in their minds. A simile compares two unlike things using the words like or as. A metaphor compares two unlike things without using the words like or as.

In the morning, I was as busy as a bee working on my collage. My hands were like scissors, cutting pieces of paper into circles, triangles, and squares.

Slowly, I felt my energy starting to fade like a shooting star. By noon, I was no longer a bee but a snail.

Think about a person, a feeling, and an object that will be part of your poem. Write a simile and a metaphor for each of them.

Person simile: _____

Person metaphor: _____

Feeling simile: _____

Feeling metaphor: _____

Object simile: _____

Object metaphor: _____

Write a Draft Write the draft of your poem in your writer's notebook. Remember to use sequence words and to include similes and metaphors. Explain how the figurative language will create images in the reader's mind.

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WRITING

Revise

Alliteration Poets like to play with words. Alliteration is a tool they use to make language more interesting. Alliteration is the use of the same beginning consonant sound in a line. Say the following sentence aloud to see how fun alliteration can be.

Skyler's skateboard skidded past a skittish skunk.

Read the sentences below. Then revise one or more words in each sentence so that they contain alliteration. A thesaurus can help you find the precise word you need.

Jay leaped over his coat and grabbed
Mama always barked when she was
Gabby collected the trash and off

Quick Tip Remember to use sequence words like first, next, then, later that day, that night, in the morning, finally to show the order of events in your story. These words and phrases also help with the transition from one event to the next.

NARRATIVE POETRY

Peer Conferences

Review a Draft Listen carefully as your partner reads their work aloud. Take notes about what you liked and what was difficult to follow. Next, tell what you liked about the draft. Ask questions that will help the writer think more about the writing. Offer suggestions that will make the writing stronger. Use these sentence starters.

I liked the way you described how things sounded and looked because...

Can you add words that show how you're feeling during this part...?

Revising Checklist

- ☐ Does my poem have a beginning, middle, and end?
- ☐ Are sequence words used to help order the events?
- ☐ Did I use sensory words to help readers picture the characters and settings?
- ☐ Does the figurative language create images in the reader's mind?

WRITING

Edit and Proofread

When you edit and proofread your writing, you look for and correct mistakes in spelling, punctuation, capitalization, and grammar. Reading through a revised draft multiple times can help you make sure you're catching any errors. Use the checklist below to edit your sentences.

Editing Checklist

- ☐ Do my pronouns agree with the nouns they're referring to?
- ☐ Is there a space between the poem's stanzas?
- ☐ Are possessive nouns and contractions used correctly?
- ☐ Are quotation marks used correctly?
- ☐ Are all words spelled correctly?

List two mistakes you found as you proofread your essay.

- 1 _____
- 2 _____

Grammar Connections

Make sure that pronouns match the noun that they refer to. For example, if you are writing about going to softball practice with friends, you should use the pronoun we. We are going to softball practice if you are writing about someone inviting you and your friends to the game, use the pronoun he or she. A reflexive pronoun tells about an action that a subject does for or to itself. The ending -self is added for singular pronouns. The ending -selves is added for plural nouns.

Quick Tip Spell checkers are useful tools in word-processing programs, but they may not recognize incorrect usage, such as there when you mean they're. Spell checkers don't replace a careful reading to find errors.

NARRATIVE POETRY

Publish, Present, and Evaluate

Publishing As you prepare to publish your final draft, be sure to write legibly in cursive. Check that you are holding your pencil or pen correctly for your forefinger and thumb.

Presentation When you are ready to present your work, rehearse reading your poem aloud to a classmate. Use the Presenting Checklist to help you.

Evaluate After you publish your writing, use the rubric below to evaluate your writing.

What did you do successfully? _____

What needs more work? _____

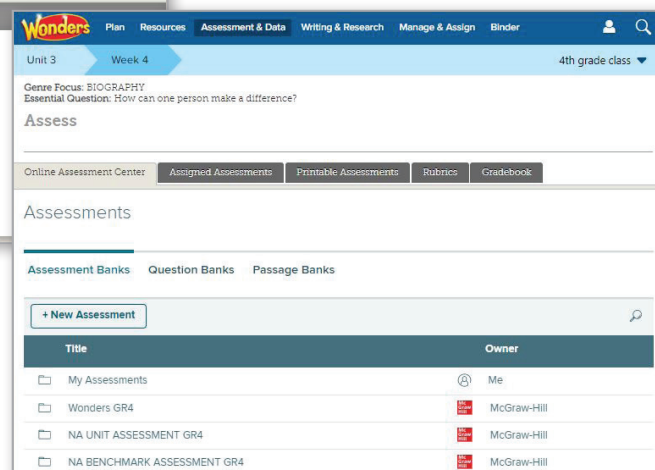
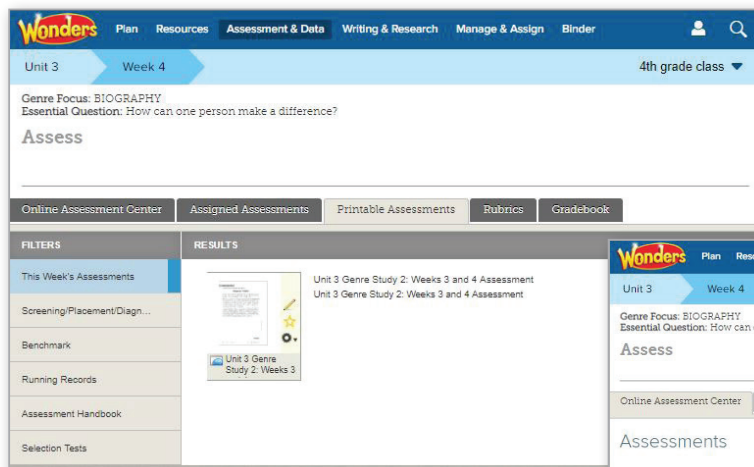
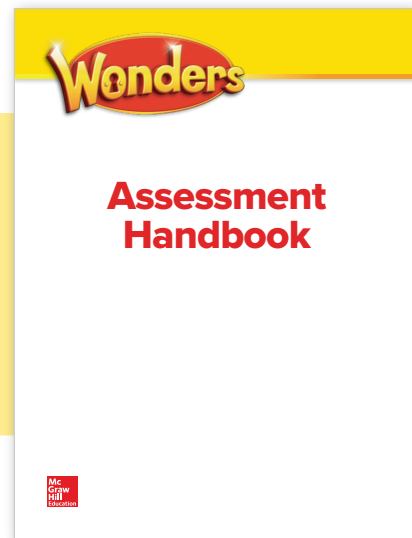
4	3	2	1
<ul style="list-style-type: none"> has a clear beginning, middle, and end writing includes rich sensory details figurative language is used to describe characters, feelings, or objects few or no errors in grammar, spelling, or punctuation 	<ul style="list-style-type: none"> has a beginning, middle, and end writing includes some sensory details figurative language is used to describe some characters, feelings, or objects some errors in grammar, spelling, or punctuation 	<ul style="list-style-type: none"> tells a story, sometimes out of sequence writing includes few sensory details some use of figurative language several errors that might confuse the reader 	<ul style="list-style-type: none"> told in a disorganized or non-narrative style writing includes few to no sensory details very little or no use of figurative language many errors make it difficult to follow

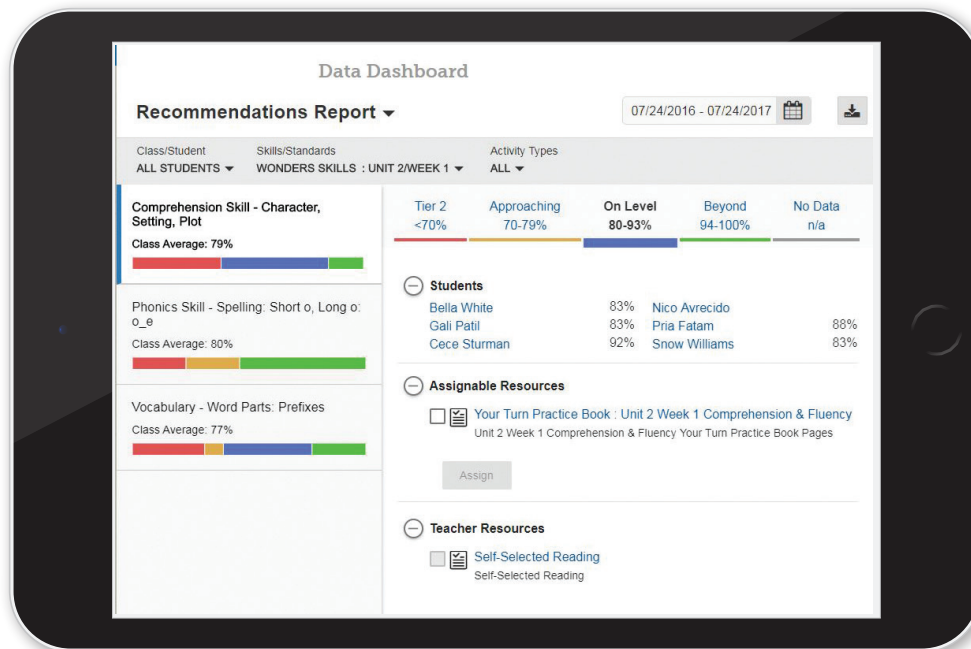
182 Unit 4 • Narrative Poetry

183 Unit 4 • Narrative Poetry

ASSESSMENT SUPPORT

Wonders offers a powerful suite of scheduled and ad-hoc assessments to demonstrate student mastery of grade-level standards.





- **Placement and Diagnostic** as the initial screening instrument.
- **Benchmark Assessments** in grades K and 1 assess skills at mid-year and end-of year junctures and provide a snapshot of student progress.
- **Test Preparation and Practice** in grades 2–5 features three full-length reading and writing tests of equivalent difficulty that can act as traditional benchmarking tools as well as skill mini-lessons.
- **Progress Monitoring Assessments** highlight student understanding of the key comprehension skills and vocabulary strategies encountered during each genre study. This includes the Recommendations Report delivering targeted reteaching and lessons for each group, accessible with one click, to support and advance all learners.
- **Unit Assessments** measure student progress through the curriculum and gauge their understanding of previously-taught skills, including items on revising and editing, phonics, and a prompt-based writing experience.
- **Running Records/Benchmark Books** contains individually administered assessments that evaluate a student’s oral reading ability and identify a student’s style, strategy use, and independent, instructional, and frustrational reading levels.
- **Fluency Assessment** contains the reading passages used to assess students’ ability to read accurately, fluently, and with understanding.

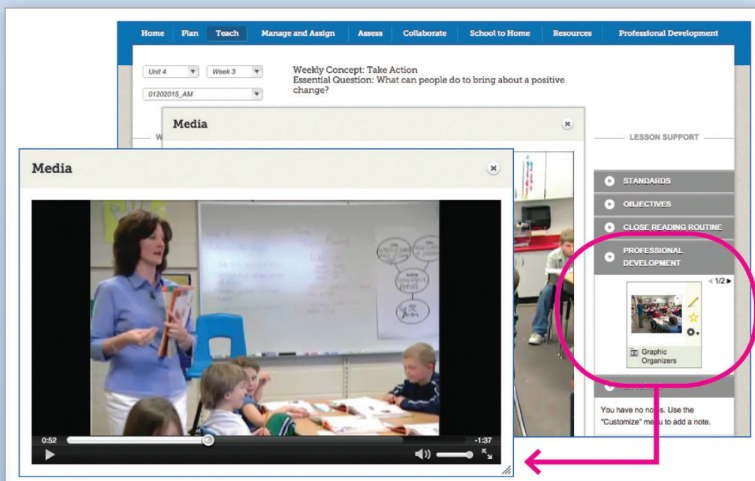
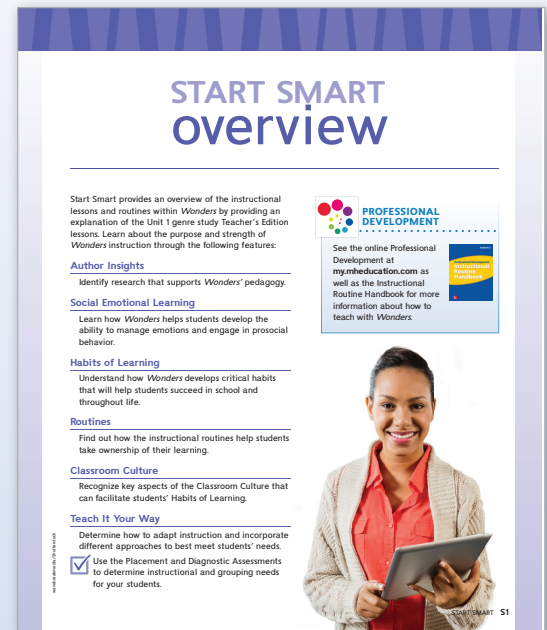
PREPARE with PURPOSE

PROFESSIONAL DEVELOPMENT RESOURCES FOR GETTING STARTED IN YOUR CLASSROOM

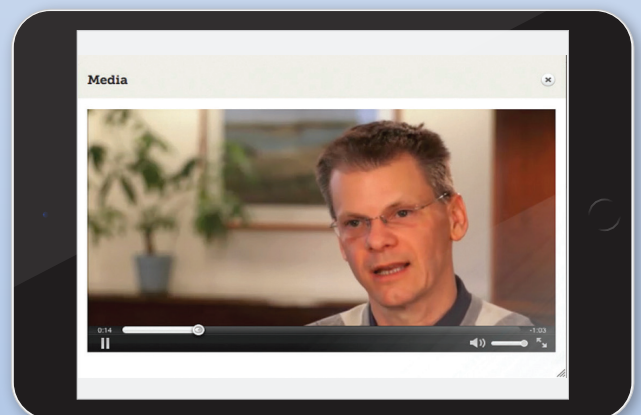
In the same way that you want to prepare your students for success, we want to ensure that you have the resources and support you need to implement **Wonders** with success—and confidence.

In the first unit of every grade, the Start Smart pages of your Teacher's Edition provide an overview and explanation of the instructional lessons and routines.

Your online Professional Development resources are available 24/7, on-demand, so you get the support you need, whenever you need it. You'll find Quick Start courses that will help you make the most of the digital workspace, classroom videos, coach videos featuring our authors, and whitepapers, as well as the **Instructional Routine Handbook** and **Research Base Alignment**.



Point-of-use professional development



Point-of-use coaching videos

WONDERS GRADES K–5

ALL GREEN RATINGS

FROM **EDREPORTS.ORG**



MEETS
EXPECTATIONS
K–5

GATEWAY 1

Text Quality and Complexity

The instructional materials reviewed for *Wonders* K–5 meet expectations for Gateway 1, Text Quality & Complexity and Alignment to Standards.

Texts are worthy of students' time and attention, the materials support students' advancing toward independent reading, and provide opportunities for rich and rigorous evidence-based discussions and writing about texts.

Materials in reading, writing, speaking, listening, and language are targeted to support foundational reading development and are aligned to the standards.



MEETS
EXPECTATIONS
K–5

GATEWAY 2

Building Knowledge

The instructional materials reviewed for *Wonders* K–5 meet expectations for Gateway 2, Building Knowledge with Texts, Vocabulary, and Tasks.

Texts are organized around topics to build knowledge and vocabulary. Materials require students to analyze texts in order to make meaning and build understanding and to analyze the knowledge and ideas across texts.

Tasks support students' ability to complete culminating tasks to demonstrate knowledge of a topic.

Materials support students' increasing writing skills over the year, building students' writing proficiency. The instructional materials include a progression of focused research projects to encourage students to develop knowledge using multiple texts and source materials and provide a design, including accountability, for how students engage in independent reading either in or outside of class.



MEETS
EXPECTATIONS
K–5

GATEWAY 3

Usability

The instructional materials reviewed for *Wonders* K–5 meet the expectations for Gateway 3, Instructional Supports and Usability Indicators.

Materials are well-designed and take into account effective lesson structure and pacing. Materials support teacher learning and understanding of the Standards. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards.

Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.



EVERY STUDENT IS A SUCCESS STORY