



Wonders

Access, Support, and Success for English Language Learners (ELLs)

Unparalleled ELL Support

Flexibility to support all students requires small group instruction and scaffolding for differentiated support. In addition to ELL guidance in your Teacher's Edition, *Wonders* provides a dedicated ELL Small Group Guide. It supports flexible instruction, accommodating both push-in and pull-out teaching models. Every lesson has scaffolded instruction and comprehension support for ELL students.

Unmatched ELL Access

With targeted English language development components, instructional scaffolding, and a host of resources, *Wonders* equips teachers with the tools and strategies to serve students at Beginner, Intermediate, and Advanced/Advanced High proficiency levels. Teachers will also find support for newcomers.

Building a Foundation for ELL Success

With resources like the ELL Scaffolded Shared Reads and the ELL Visual Vocabulary Cards, *Wonders* builds knowledge by supporting both content and language acquisition and activating each student's prior knowledge. By acknowledging, respecting, and honoring the knowledge students bring to the classroom, *Wonders* accelerates their acquisition of English language skills and encourages sharing and exploration of their experiences.



- ▲ ELL Small Group Guide
- ELL Leveled Reader
- ELL Scaffolded Shared Read
- ELL Visual Vocabulary Card

Honoring the Pillars of English Acquisition

Wonders ELL components support the four domains of English language acquisition: listening, speaking, reading, and writing.

Grade	Resource	Language Domain			
		Listening	Speaking	Reading	Writing
K–5	ELL Leveled Readers	◆	◆	◆	◆
K–5	ELL Leveled Reader Lesson Cards	◆	◆	◆	◆
K–5	ELL Small Group Guide	◆	◆	◆	◆
K–2	Newcomer Cards	◆	◆		
3–6	Newcomer Cards	◆	◆		
K–2	Newcomer Teacher’s Guide	◆	◆	◆	◆
3–6	Newcomer Teacher’s Guide	◆	◆	◆	◆
K–5	Language Transfer Handbook*	◆	◆	◆	◆
2–5	ELL Scaffolded Shared Reads*	◆	◆	◆	◆
K–5	ELL Differentiated Texts*	◆	◆	◆	◆
K–1	Oral Language Sentence Frames for ELL*	◆	◆		
2–3	Oral Language Sentence Frames for ELL*	◆	◆		
4–5	Oral Language Sentence Frames for ELL*	◆	◆		
2–5	Shared Read Writing Frames ELL*	◆	◆	◆	◆
K–5	ELL Visual Vocabulary Cards*	◆	◆	◆	◆
1	ELL Independent Writing Resource BLM*			◆	◆
2–5	ELL Extended Writing Resources BLM*	◆	◆	◆	◆
2–5	ELL Anchor Text Support*	◆	◆	◆	◆

*Online Printable Resource

Newcomer Features and Resources

Teachers of newcomers to the English language are supported with instruction that will keep these learners in sync with their classroom peers. The Newcomer Teacher's Guide and Newcomer Cards are designed to build oral language, giving students the communication skills needed to connect with their teachers, classmates, and community. Newcomer Cards stimulate conversations and support the language development and vocabulary lessons in the Newcomer Teacher's Guide.

In the Classroom



Grade K–2 Newcomer Card

My Family



Unit 2 • My Family 13

Grade 3–5 Newcomer Card

“English learners require additional supports beyond what we know are effective practices for all students. These supports are intended to build English learners’ language proficiency in English and provide access to academic content. English proficiency is the greatest predictor of academic success for English learners, more than all other factors combined.”

— Dr. Jana Echevarria

Research-Based ELL Routines and Supports


Text Reconstruction Routine

Focus on a single section of text to support comprehension and language development across the four ELL domains—listening, speaking, reading, and writing.

“A World of Change”

Text Reconstruction

Focus on a single chunk of text to support comprehension and language development across the four domains.

1. Read aloud Paragraph 1 on page 15 while students listen.
2. Write the following on the board, providing definitions as needed: *occur*, *warning*, *loosened*, and *damage*. Instruct students to listen for them as you read the paragraph a second time. (Cognate: *ocurrir*)
3. Read the paragraph a third time. Tell students to listen and take notes.
4.  Have students work with a partner to reconstruct the text from their notes. Help them write complete sentences as needed.
5. Have partners look at the original text. Ask them what the paragraph is mostly about. (*landslides*) Tell students they are going to see how the author uses a compare and contrast text structure to show how things are alike or different.
6. With students, read the first sentence and discuss the purpose. (*possible answer: compares landslides to volcanic eruptions*) Ask partners to explain the purpose of the rest of the paragraph. (*second sentence describes what happens*)

Sentence Deconstruction Routine

A powerful strategy in which students analyze a sentence from the anchor text to understand how grammar skills work and focus on language development in context.

Grammar in Context: Deconstruct a Sentence

Write this sentence from page 28 on the board: *So Sana gets to go by herself.*

- What kind of sentence is this: a statement, question, command, or exclamation? (*statement*) Who is the sentence about? (*Sana*)
- Circle the expression gets to go. If you get to do something, it means you want to do it and you are allowed to do it. What does Sana get to do? (*She gets to go to the party.*)
- Underline the words by herself. When someone does something by herself or by himself, they do it alone. Who gets to go to the party by herself? (*Sana*)
- Let's rewrite the sentence a different way, without the word herself. Sana gets to go to the party *alone*.
- What does this sentence mean? Rewrite the meaning in your own words. (*Sana does not have to take her sister to the party.*)

For additional practice in identifying and writing statements and questions, see **Language Development Practice** lessons 1A-1B.

Language Transfers Handbook

Helps teachers identify transferable phonics and grammar skills from a student's home language and provides support for nontransferable skills.

Sound Transfers		Spanish	Cantonese	Vietnamese	Hmong	Korean
Consonants						
b	/b/ as in bat	✓		•		•
k	/k/ as in cat, kitten, peak	✓	✓	•	✓	•
d	/d/ as in dog	✓	•	•	✓	•
f	/f/ as in farm	✓	✓	✓	✓	
g	/g/ as in girl	✓	•	•	•	•
h	/h/ as in hat	✓	✓	✓	✓	✓
dg	/j/ as in jet, page, ledge					•
l	/l/ as in lion	✓	✓	✓	✓	✓

Key:
✓ positive transfer
• approximate
• No equivalent, but students can produce the sound.

Interactive Question-Response Routine

Supports primary reading comprehension skills by walking through the texts using differentiated discussion prompts and collaborative conversation opportunities.



For more information, please visit
mheonline.com/GoWonders