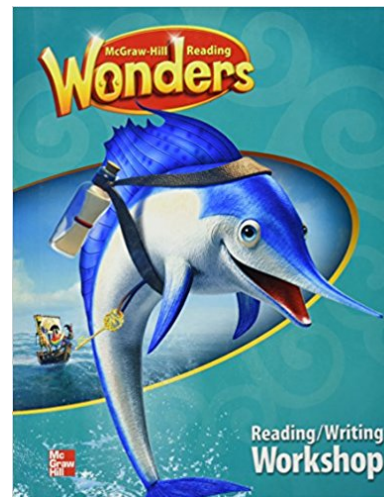# Materials Adaptation Project (MAP) Guide: McGraw-Hill *Wonders*

The Grade 2 MAP

Source: McGraw-Hill *Wonders*

Materials Adaptation Project (MAP) Guide: McGraw Hill Education *Wonders*
The Grade Two MAP

Part One: About *Wonders California/2017* (K-6)
A description of the strengths in alignment and areas of focus called out and proposed by the Wonders MAPs.

Overview
California/2017 Wonders, published by McGraw-Hill Education, was written to address the Common Core State Standards, with the first Common Core edition being published in 2014. There have been several updates made, the most recent being the 2017 and specialized California editions. For the most part, all of the editions contain the same texts and tasks, and components and follow similar instructional approaches. Notable developments since the 2014 version are the robust digital platform and tool suite found within ConnectEd, and the English Language Development (ELD) materials, which are nearly complete enough to be a set of instructional materials in their own right. Those with 2014 versions have the opportunity to upgrade to the 2017 enhancements for a per pupil fee.

California/2017 Wonders K-6 consists of six units per grade level, with 'Smart Start' orientation weeks offered at the beginning of each school year. Within each unit, five weekly lessons guided by an essential question tie the multiple readings and activities of the weeks together. Week six of every unit is designated for assessment and extended project work. At the center of each week's core instruction are the Literature Anthology weekly selections (for grades 2-6, second half of grade 1) and the Literature Big Book (for kindergarten, first half of grade 1). They are impressive for consistently high-quality authentic text selections. But these central texts are paired with a variety of short additional passages, sometimes as many as 7 others to be attended to during the week. Generally, the central texts fall within grade band complexity range both quantitatively and qualitatively. The many ancillary texts each week vary in quality and utility, so our recommendations for using them or setting them aside will fall into several recommended pathways.

Vocabulary, Foundational Reading and Grammar Elements
California/2017 Wonders provides ample vocabulary practice with carefully selected words. Vocabulary protocols are organized to introduce, enrich, and extend academic language. Phonics, grammar, and spelling lessons are all research-based, sensibly paced, and sequenced. They amply address grade level college- and career-readiness standards well. The ELD supports are research-based and concrete. They can be drawn upon to support English Language Learners (ELL) students at varying levels and are sound resources for any students who needs additional bridging to strengthen their reading ability. Since the ELD addresses the same texts as the ELA version, it can easily be drawn on to extend your tools for helping students gain proficiency.

Text Selection and Weekly Grouping
The groups of text selections include: texts for interactive read alouds (K-6), Readers and Writers Workshop selections (K-6), Literature Big Books (K-1), Literature Anthology (1-6), additional related content passages (K-6), Leveled Readers (K-6), Decodable Readers (K-2), ELD texts, and suggestions for independent reading. Although these selections are organized around the essential question, and several offer well-developed opportunities for growing vocabulary, the connections between texts can be superficial and some text selections support students in building knowledge of a specific topic better than others.

Gradual Release Model

Throughout *Wonders,* there is a weekly model of releasing students to work more independently *within* each week. This is partly why so many texts are introduced so briefly: to build students ability with a targeted skill quickly. Students don't generally gain independent capacity inside five school days; if taught well, they will grow measurably in ability and confidence across the months of the school year.

Overabundance of Materials

The sheer volume of reading passages and ELA components *Wonders* offers weekly is its outstanding characteristic. It is not always obvious how much time and energy you should spend on a given component. That could lead students to move quickly through all the texts with little time devoted to the most worthy reading selections. You must make frequent transitions daily to shift focus to another component element, but even so cannot hope to address all the parts of *Wonders* in a day. It can be quite challenging to distinguish the priority purpose for each component, or to discern what you should do with/for students and what students could do in small groups or working on their own or with peers.

Variations in Coherence from Unit to Unit

While questions and tasks associated with the variety of weekly reading selections are generally text-dependent, too many components focus on background-building questions or skills and strategy tasks in isolation. How can more coherence be built for students' ELA experience? On weeks when the texts are only loosely connected, this guidance recommends tasks are directed so students focus primarily on a single text. This is because tasks designed to connect learnings from multiple texts feel forced and uninspiring. In contrast, the weeks where the topic focus of the week is clear and the texts have strong connections, they allow students to build knowledge of that topic, and have solid exposure to the vocabulary those content-linked readings offer.

This pattern of loose links/tight links continues in the unevenness of weekly writing or performance tasks. Writing assignments are more robust during more coherent weeks that build knowledge, and students have logical opportunities to present what they've learned in writing. Where the connections are poorly drawn, so are the prompts.

While the attention paid to research skills is a praiseworthy focus of *Wonders,* in all of the grades K-2 units, and in half the units in grades 3-6 (always units 1, 5, and 6), the research component consists of disjointed tasks on unconnected topics from week to week. But in grades 3-6 during the other units (always units 2, 3, and 4), the research component builds on itself from week to week and creates a strong pathway for building knowledge systematically for students. The pattern is called out with more specific recommendations in the Rules of Thumb for Research.

Summary

Wonders has nearly all the materials and approaches needed to allow children to become literate and knowledgeable students. But clear direction on how, when, and how much to use the various components to provide children with maximal chance to grow their literacy abilities is absent, as is a yearlong approach to 'gradual release.' The Materials Adaptation Project (MAP) provides maps to answer those questions for you and your students.

Lightweight modifications to improve alignment

The goal of MAP is to offer guidance to teachers, curriculum leaders, school and district leaders on how to best understand and use the essential features of materials to guide and enhance student experience of the "traditional basal," in this case *California/2017 Wonders*, and to improve alignment to the instructional shifts required by sets of college- and career-readiness standards.

The major recommended adaptations for *California/2017 Wonders* are all intended to streamline the materials in order to allow you and your students to focus on the work that matters most for developing proficient and confident readers, writers, listeners and speakers. In doing this work, a team of expert reviewers and seasoned *Wonders* users made many choices and by necessity set aside some personal favorites in favor of moves that created tight alignment and carved out enough time for focusing on the work and practice with reading, writing, speaking, listening and language experiences that would grow students' language capacities in all areas the most. The recommendations sought to reduce the number of transitions for students. Every recommendation also had to bring *Wonders* into tighter alignment with one or more of the instructional implications for achieving college- and career-level rigor at every grade level (known as the Shifts), while allowing for adequate time and attention for foundational reading:

- **Foundational Reading**: Abundant exposure to a systematic, research-based foundational skills progression with ample opportunities for students to practice and teachers to assess reading skills.
- **Complexity**: Regular practice with complex text and its academic language.
- **Evidence**: Reading, writing and speaking grounded in evidence from text, both literary and informational.
- **Knowledge**: Building knowledge through content-rich non-fiction reading.

Summary of Instructional Modifications Throughout the Guidance:

1. Always support foundational skills, ALWAYS.

2. Elevate the best texts...they're there!

3. Let rereading of less complex texts happen outside of whole group instruction (in small groups or independently).

4. Cut to the heart of the instructional purpose of the lessons (avoid extraneous activities or questions).

5. Build knowledge and vocabulary, whenever possible!

6. Reduce the number of transitions your students have to make each day

Part Three: Adaptations Overview and Tips for Instructional Use - What is here and how it is organized

Maps provide rationales and guidance for streamlining Wonders for your students and yourself. Each map is connected to Week at a Glance (WAG) Planning Template for grades K-6, and specific Rules of Thumb for handling each component of Wonders.

How the MAP is Organized

The material alignment guidance maps developed for *California/2017 Wonders* are sorted into these categories:

Element	Shift associated/ Why essential	Explanation
Build Academic Language	Text Complexity/ Knowledge	Teaching words and sentence patterns directly strengthens students' capacity for learning from context: the more words a student knows, the more likely she is to be gathering new meanings from context. Both methods of exposure—direct instruction of words and syntax *and* learning vocabulary and encountering sentences in context—are necessary components of academic language instruction. *Wonders* has lots of vocabulary and syntax activities folded throughout each week and grade level. Additional resources that offer more concrete and supportive approaches are available in the ELD materials.
Close Reading of Texts	Text Complexity/Evidence	Being able to listen to and read complex text critically with understanding and insight is essential for confidence throughout school and to successfully navigate modern life, college, and the workplace. If students cannot hear challenging texts with understanding at their grade level starting with the early grades, and don't learn to read well so they can access complex texts and ideas for themselves, they will read less in general, extending the performance gap between students who are comfortable readers and those who are not every year. Learning to listen and then read closely and carefully takes time and focus. That fact is the driver for the recommended text selections in kindergarten and grade 1 in *Wonders*. High-quality texts are offered weekly in *Wonders*, but there are lots of distractors that could prevent you from giving your students the time to pay careful attention. The Rules of Thumb guidance is designed to allow you to quickly see where to focus and what texts to use in other ways for student practice when they are not working directly with you.
Volume of Writing	Evidence/Knowledge	The ability to find, evaluate, and present evidence is a critical skill in college- and career-readiness standards. That's because it is a vital skill in life. Providing lots of practice, and a variety of ways to help students strengthen the 'evidence-seeking muscle' needs to be baked into every lesson.

		The good news is students really like to find evidence and present their arguments/sets of reasons for why they have the right insight into something they have heard or read for themselves. It's an investigation that is deeply satisfying. Chances to practice recognizing and presenting text evidence are all over *Wonders.* Perhaps the most essential place to get practice is when students are asked to write down their evidence in an organized way, whether that is in a short response to a text-specific question or in a longer piece, or after doing independent discovery through research. Writing is complicated and needs lots of practice. Writing about evidence and learning to stay focused is even harder. The guidance offered regarding all the writing scattered across the week in a given *Wonders* lesson and unit works to focus your attention on the highest value and most focused opportunities.
Foundational Skills	All the Shifts	If students can't read for themselves, they can't function independently on grade level. They can only comprehend and express their understanding with external support. The Foundational Skills Guidance is a comprehensive explanation of the research case for structured foundational reading instruction and why lots of practice is essential to solidify learning. The Foundational Skills Guidance provides an explanation of the elements essential for a human brain to learn how to read. It is designed to support and educate about those core elements and *why* they are critical. It then turns to offering pinpointed and practical guidance to accelerate students' early reading success. Much of the Foundational Skills Guidance is universally applicable – it is useful in any primary grades setting, regardless of the instructional materials present. But there is a special section that points out where each of the essential elements can be found in *Wonders.*
Volume of Reading	Knowledge	Every performance-based task improves through practice opportunities. The more complex the task, the more it benefits from lots of practice opportunities. There is almost nothing we ask of our children more complex than learning to read and write. It is a fun thing to learn how to do and to practice when you're young. Because it is so vital to lay a strong foundation, many of the recommendations for volume of reading in grades K-2 have to do with letting students read and re-read their Decodable Readers. Once they are smooth readers there, they can move on to Leveled Readers and experiment with word patterns they may not be as familiar with. We already know that vocabulary grows faster when words are learned in context, and we know that students are more interested and learn more when they can stick with a topic that is of interest to them for a while. It is essential that we provide opportunities for students to hear high-quality texts read aloud, and for teachers to chose texts that stay on a topic so students can accelerate their knowledge and vocabulary growth.

Selected [Independent Work Activities](#) (during small group time)	Focused practice with: Foundational Skills, Evidence, Knowledge, Complexity	Always consider the following values when selecting independent work activities: 1. Direct student choices toward options that will have maximum payoffs for strengthening students' literacy outcomes. 2. Independent work can be completed in partnerships or small groups. Whenever possible, student talk and collaboration are encouraged! 3. Independent work should need no or minimal direct teacher support, allowing your teacher-led small groups to happen seamlessly. Repeating activities but replacing content is highly suggested. 4. Less is more. The Keep It Simple doctrine should be uppermost in your mind when planning. It's okay to only have 2-3 options for your students. Allow #1 above to guide your decision-making and design for success!
[Assessment](#)	Foundational Skills	*Wonders* contains an abundance of weekly and end-of-unit assessment opportunities. If they were all utilized, nearly a quarter of your time would be spent in assessing your students. Obviously that is not good! What you do need to always know is how well your students are doing in mastering foundational reading: all aspects of learning to read in grades K-2 and then reading fluency in the upper elementary grades. There is also a solid research base to recommend use of spelling tests when they are organized by phonetic patterns as they generally are in *Wonders*. You will not be able to see significant comprehension gains in your students by the week, nor after six weeks in most cases. Over-assessing reading comprehension is not a good use of your time or your students' energy. To the degree this is in your control, we recommend being picky about which passages and items you have your students take. All this said, we know many districts and schools do not recognize the wisdom of this and have a test-prep culture that you may have to abide by.
[Smart Start/Week 6](#)	Focused practice with: Foundational Skills, Evidence, Knowledge, Complexity	Each year of *Wonders* begins with 2-3 weeks of Smart Start so children can learn routines. This is important in the primary grades, and a refresher week may be in order as high as grade 3, especially if you have lots of attrition. We recommend skipping or condensing the Smart Start and instead give yourself the luxury of spending a week and a half or two weeks on the first week with regular content. That will teach the routines just as well, and you'll be working with higher quality texts and tasks. Every sixth week (grades 1 through 6) there is no new content introduced. This opens up time for you to reinforce important learnings, reteach and support students with gaps, and do activities you haven't been able to give adequate time to during the packed five weeks that came before. While you and your students are getting used to all the moving parts of *Wonders,* week six may be needed to catch up!

		Make sure you are the gift of time on the activities that will build your students' reading, writing, speaking and language abilities the most. We've provided a menu of those high-value activities with the week six rules of thumb.
Evidence-Based Discussions & Supports for English Language Learners	Evidence, Knowledge, & Speaking, Listening and Language proficiency	This category of alignment advice is the only one that runs vertically alongside every other component. That is done to illustrate that discussion: the chance for children to listen to and talk with each other, should be baked into *every* aspect of the academic program. Evidence-based discussion is an essential component to meeting college- and career-ready benchmarks. *Wonders* incorporates discussion opportunities while tackling texts and directions often push students to use text evidence during discussions. While there are many chances to let students engage in text-based discussion outlined in the *Wonders* program, there are also missed opportunities to allow student voices to shine. It is recommended to always seize opportunities for students to do the thinking and work, and to shy away from *Wonders*-scripted time for teacher talk and modeling.

Week at a Glance (WAG) Planning Templates

The WAG provides a streamlined view of the recommendations for focus weekly by grade-level clusters. The primary grades are each uniquely structured in *Wonders,* so each grade from K through grade 2 has its own WAG. But *Wonders* has organized instructional materials in grades 3 through 6 virtually identically, a single WAG addresses those four grades.

The WAG templates illustrate the suggestions in Part Two and offer a snapshot of the priority activities of each week. The WAG template is a framework you can use as an organizing center and planning tool for the week. You will need to apply your professional judgment against the WAGs and Rules of Thumb to make unit-by-unit and week-by-week decisions that serve you students and situations as well as possible. We have provided you a blank WAG for you to use as a weekly planner if you wish.

WAG Grade 2

Rules of Thumb

The Rules of Thumb are similar to the WAGs in that they provide a 'quick and dirty' snapshot of precisely what to do with each component of *California/2017 Wonders.* A sample for how to use the ELD lesson plans is below. The left column names the component and has a few sentences that provide the specific advice. The left column provides the rationale for why we are making these suggestions. The Rules of Thumb are not designed as scripts or absolutes. Often, they will give you several considerations to think about in making up your mind in planning for any given week or in pre-planning across an entire unit. You will still have to decide for yourself exactly how to handle these components based on your students' needs and the realities of your own setting.

![thumbs up icon] Rule of Thumb: English Language Development Resources (ELD)	Rationale
Use the Collaborative Conversation sentence starters as a framework for whole class discussion.	Sentence starters and other supports in gaining proficiency in academic English syntax are particularly helpful for students without a solid English base.
Check ConnectEd for additional multimedia resources and engaging activities (e.g., songs and chants in the Language Warm Up).	Because the ELD resources follow best practices research for ELLs, they are more concrete and clear than some of the core activities in the *Wonders* ELA materials.
Use *Wonders*-planned text-specific questioning with small groups who are struggling with any individual text as option for more intensive support.	There are additional good text dependent/specific questions in *Wonders* that can help scaffold comprehension of the gist of complex text selections.
In kindergarten and grade 1, the My Language Book offers language supports that are text-specific (e.g., sentences frames, graphic organizers) for students' independent work. These can be printed from ConnectEd.	These are excellent resources for promoting close study of syntax. The added supports allow students to gain more independence than they might otherwise have.
Use ELD Differentiated Texts with student work options aligned to weekly topic. These offer lower level texts aligned to the weekly topic.	These are particularly good for older grade students who might otherwise not be able to access the ELA text selections initially. They can also be tapped as extra resources for building knowledge in weeks that have a topical focus.

Part Four: Moving into your MAP
About the grade two adaptations

As you move into the specific guidance and rules of thumb for second grade, you'll see lots of guidance for making decisions about your classroom literacy time. This guidance is all about helping you focus on making sure all your students become fluent readers and on creating the best learning for your students *Wonders* has to offer.

- You'll be asked to reduce the number of texts your students will see each week so everybody has time to focus on the texts and tasks that best grow vocabulary, knowledge and reading comprehension.

- You'll see clear guidance on how to use those same texts to help your students become fluent and confident readers.

- You'll hear about when to ignore the research elements and when to spend lots of time on research because it is well-developed and coherent.

- You'll see lots of guidance for how to shift writing opportunities so they ask students to focus more on text-based writing and employing evidence in writing consistently.

- You'll also see that the guidance works hard to free up time for you to make your own decisions about what to emphasize and what to reinforce: every fifth day and every end-of-unit week (week six).

Grade 2 Modified Week at a Glance for Weeks 1-5*

*Teacher's Edition (TE) is only referenced on the WAG when this plan uses a lesson component on a different day than it appears in *Wonders*.

Essential Question:						
Evidence-Based Discussions & Supports for English Language Learners		**Day 1**	**Day 2**	**Day 3**	**Day 4**	**Day 5**
	Build Academic Language	Build Background: Introduce Essential Question Words in Context	Build the Concept: Oral Vocabulary (from TE Day 1) Expand Vocabulary	Build the Concept: Oral Vocabulary (from TE Day 2) Reinforce Vocabulary	Extend the Concept: Oral Vocabulary Vocabulary Strategy	Selected activities from **Day 5 Activity Menu**:
	Close Reading of Texts	Reading/Writing Workshop: Shared Read	Literature Anthology (from TE Day 3)	Literature Anthology	**Select additional text(s)** (or continue work with the Literature Anthology)	
	Volume of Writing *Exception: Use Writing Process lessons in Weeks 4-6 during Units 2, 3 & 4	Write to Sources with Reading/Writing Workshop Text (TE Day 2)* *Grammar*	Write to Sources with Literature Anthology Text (modify TE Day 2 R/W Workshop prompt)* *Grammar*	Write to Sources with Literature Anthology Text* *Grammar*	Text Connections Write with *all* read texts (TE Day 5)* *Grammar Application*	
	Foundational Skills (45 minutes) **Volume of Reading**	Word Work (including Decodable Readers) Leveled Readers Independent Reading				**Must Do:** Use planned Day 5 Word Work from TE Assess this week's foundational skills
	Selected Independent Work Activities (during small group time)					
Other instructional elements: Assessment, Smart Start, Week 6						

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Build Academic Language

Teaching words directly enhances students' capacity for learning from context: The more words a student knows, the more likely she is to be gathering new meanings from context. This is even more likely with words that appear in a wide range of text types and are expected to be seen frequently. Clearly, both methods of word exposure—direct instruction of vocabulary *and* learning vocabulary in context—are necessary components of vocabulary instruction. Similarly, direct instruction and discussion of a variety of sentence types and working together to unpack complex sentences are worthy activities that will enhance students ability to parse challenging sentences independently when they are encountered while reading without a buddy or teacher around. *Wonders* has vocabulary and syntax activities folded throughout the week and additional resources that offer more concrete and supportive approaches are available in the ELD materials.

As with many of the *Wonders* resources, the overarching guidance is to be picky! If a given vocabulary activity is not well-designed, or you and your students don't enjoy it, don't spend time there. You may also find that some of the protocols get too easy or repetitive for your students. Change them up, substitute an alternative, or streamline them!

Component	Recommendation
Introduce/Build/Extend the Concept ● Build Background (Essential Question discussion) ● Oral Vocabulary	Use with modifications. Use on Day 1 only. Always use (on Days 2, 3 and 4).
Words in Context & Word Work Vocabulary ● Introduce Words in Context (Day 1) ● Expand Vocabulary (Day 2) ● Reinforce Vocabulary (Day 3) ● Vocabulary Strategy (Day 4)	 Always use. Always use. Always use. Always use.
Interactive Read Aloud	Use if it builds content knowledge connected to the topic that runs throughout the readings for the week. (See Day 5 Activity Menu)
Vocabulary Strategy (Reading/Writing Workshop)	Use often as post-reading activity. (See Reading/Writing Workshop guidance)

👍 Rule of Thumb	Rationale
Introduce the Concept **Essential Question (Day 1)**	
Only use Essential Question opening discussion on Day 1. Cut decontextualized Essential Question conversation on other days.	Day 1 discussion gives students a chance to orient to the weekly topic and attend to the Essential Question for the week. Otherwise, better to "bank"

	this instructional time, as students will have ample opportunity to discuss the Essential Question in connection to texts and writing prompts.
Build/Extend the Concept **Oral Vocabulary (Days 2-4)**	
The Interactive Read Aloud provides an opportunity to hear the weekly Oral Vocabulary Words in context and reinforce their meaning. Use this text when it is merited by being connected to the week's topic and texts. Otherwise, know that these words are worthwhile and should still be used! Follow the Define/Example/Ask routine (TE Day 1) to introduce vocabulary words on Day 2. Reinforce use of these words while discussing text and in writing. If necessary, consider completing this activity over the course of two days to allow more time for student talk and sharing. "Spice up" practice with the selected words by replacing Define/Example/Ask with charades, Pictionary™, word concept maps (using drawings or words), or *Wonder's* online vocabulary practice games.	*Wonders'* selected vocabulary words are high-quality and merit attention. The academic vocabulary students learn early on is like a weekly deposit in a bank account. It will compound and pay dividends from that point on. Even taught out of context, paying attention to words raises children's antennae so they develop heightened awareness of particular words and, more generally, that words and their use matter a great deal! Words are fun! Using engaging and interactive practice with selected vocabulary makes words "sticky."
Words in Context & Word Work Vocabulary Activities (Days 1-4)	
Use planned activities for the Words in Context selected words. You will see these words in multiple texts this week! Also, use all related vocabulary activities during the Word Work block (e.g., Expand Vocabulary and Reinforce Vocabulary). Highlight vocabulary in context whenever possible. Also, engage students in thinking about vocabulary strategies when reading or discussing text.	The more words students know the better! The vocabulary activities planned in the Word Work section are easy to facilitate and well designed to help students build connections between the words they are learning (e.g., identifying synonyms/antonyms). To the extent possible, treating words in context is ideal. While isolated vocabulary instruction has the merit of getting students to attend carefully to words and word parts, in general, words should be learned in service of understanding them in sentences when listening and reading, and using them accurately in sentences when speaking and writing. *Wonders* does a lot of this work for you by highlighting these words and then planning for students to see them throughout the week.
Vocabulary Strategy (Word Work on Day 4)	
Keep this opportunity to highlight strategies related to vocabulary. Make strategies transferable by reinforcing them when students are engaged text later on.	These lessons focus on research-based elements of word mastery.

Additional Opportunities for Language Development	
Keep selected vocabulary words from the Literature Anthology. As needed, select additional words for study when academic words are found in any weekly texts. Use the Academic Word Finder and Wordsmyth games and activities to teach the high value words you want to spend more time on. For guidance on what makes a word 'high value,' use 'Which Words Do I Teach and Why?" Ensure that you are on the lookout for complicated syntax in any text that your students encounter. Tackle a particularly complicated sentence with students by unpacking it together, piece by piece.	The words from the Literature Anthology tend to be "quick wins" and provide an opportunity to treat vocabulary in context. While *Wonders'* selected words are meaningful, you know your students best. If there are additional words in weekly texts you feel deserve attention, make a plan to teach and reinforce them. Complicated syntax is often the culprit of poor comprehension! 'Juicy sentences' are well worth your attention during instructional time so that students can see this type of thinking and transfer it to their own reading later on. Review the Core Task Project's resource for more on 'Juicy Sentences' and how to work with them.

Access to Text Complexity

Being able to read complex text critically with understanding and insight is essential for confidence throughout school and to successfully navigate modern life, college, and the workplace. If students cannot read challenging texts with understanding at their grade level year by year, they will read less in general, extending the performance gap between students who are comfortable readers and those who are not every year. If students cannot read informational text to learn about their world, they will likely turn to easier-to-digest sources such as tweets, videos, podcasts, and similar media for information. These sources, while not without value, cannot capture the nuances, subtlety, depth, or breadth of ideas developed through complex text. Consequently, these practices are likely to lead to a general impoverishment of knowledge, which in turn will accelerate the decline in ability to comprehend challenging texts, leading to still further declines. This pattern has serious implications for the ability of our citizens to meet the demands of participating wisely in a functional democracy within an increasingly complex world.

Close Reading of Texts

Learning to read closely and carefully takes time and focus. That fact is the driver for the recommendations we make for text selection across grades 2 through 6 in *Wonders*. There are high quality texts offered weekly, but there are lots of distractors that could prevent you from giving your students the time to pay careful attention.

Wonders instruction is often built around reading comprehension skills and strategies. Proficient readers need strategies like rereading when confused or asking and answering questions, but this type of instruction too often dominates in *Wonders*. Focusing too heavily on skills and strategies takes time away from thinking and talking about the text itself. Understanding what's been read is the goal, not mastery of standalone strategies!

The focus on strategies is the most repetitive and potentially does harm to students' ability to develop deep reading comprehension. Proficient readers use strategies like rereading or asking and answering questions of the text naturally when confused. But this type of instruction, where one strategy is taught in isolation and then emphasized to the exclusion of the rest of the reading behaviors to activate, too often dominates in *Wonders*. Stronger readers will instinctively read for all aspects of understanding (essentially, they will politely ignore your direction), but students who struggle with making meaning will focus gratefully only on the single comprehension strategy they've been told to and ignore all other aspects of the text. Thus we are accidentally getting weak readers into the habit of not expecting to fully comprehend.

In sum, focusing too heavily on skills and strategies takes time away from thinking and talking about the text itself. Understanding what's been read is the goal, not mastery of standalone strategies!

When considering how to incorporate Comprehension Skills and Strategies in your instruction with any text:

1. Introduce the Skill or Strategy whole class as it appears in *Wonders*.
2. Reinforce this Skill or Strategy with occasional teacher modeling in the first week, inventorying students' use throughout the first week and beyond.
3. When the majority of students have demonstrated understanding of the Skill or Strategy, skip further modeling or discussion in later lessons unless referencing would be helpful to clarify student misconceptions or support deeper understanding.
4. Support Skills and Strategies in small group lessons as needed.

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Selecting High Quality Texts Grades 2-6 for Whole Class Instruction

While *Wonders* includes many high-quality texts worth time and attention, there are simply too many texts to address within any given week. Selecting texts for your instruction each week will be a combination of utilizing the below guidance coupled with your own professional judgement and knowledge of your students.

Your goal should be to put the highest quality texts in front of students each week, while allocating appropriate instructional time to each resource.

Texts are considered high quality if they:
- Deeply connect with the Essential Question
- Build knowledge on the week's topic, or in connection to the unit's focus
- Meet quantitative and qualitative text complexity measures for your grade level
  - *Exception: If the primary goal of a text's whole class use is to set the stage for building knowledge with more complex texts later on, as with the Leveled Readers or Readers Writers Workshop selection, they may not meet text complexity benchmarks for your grade level.*
  - For more information about qualitative features see [Literature](#) / [Informational](#) Qualitative Rubrics and further information [here](#).

The **Literature Anthology** will ground students' learning and should be used each week. This text is nearly always the highest quality of the week (by both qualitative and quantitative measures) and therefore merits the most attention. (See weekly information in the *Wonders* TE on the 'Differentiate to Accelerate: Access Complex Text' for more on text specific features of complexity.)

The **Reading/Writing Workshop: Shared Read** text will be used weekly to practice foundational skills, hear selected vocabulary in context, and in connection to writing prompts.

In addition to the Literature Anthology and the Reading Writing Workshop: Shared Read, you will choose additional texts from the bank of weekly *Wonders* resources. These texts (including the **Interactive Read Aloud**, **Paired Read**, and **Leveled Readers**) should be selected to best meet the above criteria.
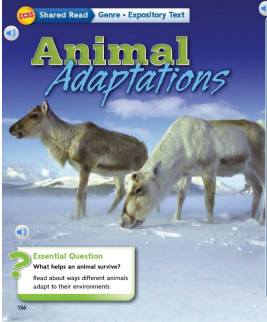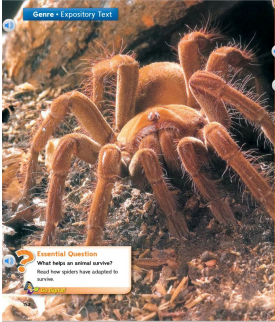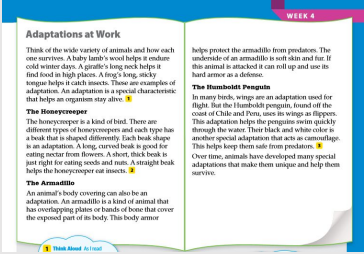
Component	Recommendation
Listening Comprehension: Interactive Read Aloud	Use if it builds knowledge towards Essential Question or provides valuable content knowledge.
Reading/Writing Workshop: Shared Read	Always use.
Literature Anthology	Always use.
Literature Anthology: Paired Read	Use if it builds knowledge towards Essential Question or provides valuable content knowledge.

Leveled Readers (for whole class use in small group settings)	Use *each* Leveled Reader with *every* student if…	Only use Leveled Readers for normal small group instruction if…
	There are at least 3 different titles **and** each title builds knowledge about this week's topic. *Note: If using all Leveled readers this week, have each student read each text from simplest to most complex (in small groups, pairs, or independently) in order to build knowledge.*	The content of each Leveled Reader is the same or very similar and/or texts do not contain valuable information about the week's topic.

Weekly Text Selection Examples

Grade 4: Unit 2, Week 4
Essential Question: What helps an animal survive?

The Interactive Read Aloud was selected because it deeply connects with this week's Essential Question and topic. The Paired Read is a trickster tale ("Anansi and the Birds") and does not build knowledge toward the Essential Question this week. The Leveled Readers are all the same title, and will therefore not be used for whole class use.

Reading/Writing Workshop: Shared Read	Literature Anthology	Additional Selected Text(s)
Animal Adaptations	Spiders	Interactive Read Aloud: Adaptations at Work
Students read about ways different animals adapt to their environments.	Students read how spiders have adapted to survive.	Students hear about how special characteristics help animals survive.

Grade 3: Unit 2, Week 2
Essential Question: Why do people immigrate to new places?

This week, the Leveled Readers will be used with all students because each title contains different content and builds useful knowledge towards the Essential Question. While the Paired Read and Interactive Read Aloud contain some information about the topic (i.e., Ellis Island), the Leveled Readers provide more opportunities for knowledge building through multiple texts.
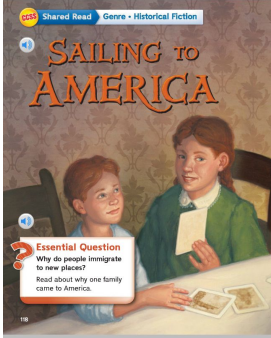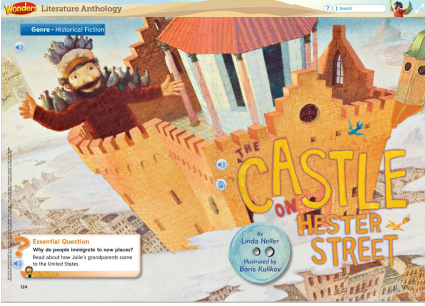
Reading/Writing Workshop: Shared Read	Literature Anthology	Additional Selected Text(s)
Sailing to America	The Castle on Hester Street	Leveled Readers (for whole class use): The Promise of Gold Mountain, Moving from Mexico, Gustaf Goes to America
Students read about an Irish family who immigrates to America.	Students read a historical fiction piece about how a girl's grandparents came to America.	Students read three different historical fiction texts about how and why different families chose to immigrate.

Photo Source: McGraw-Hill *Wonders*

Comprehension Skills and Strategies Instruction Guidance

Wonders instruction is often built around reading comprehension skills and strategies. Proficient readers need strategies like rereading when confused or asking and answering questions, but this type of instruction too often dominates in *Wonders*. Focusing too heavily on skills and strategies takes time away from talking about and understanding the text itself. Understanding what's been read is the goal, not mastery of standalone strategies!

When considering how to incorporate Comprehension Skills and Strategies in your instruction with any text:
1. Introduce the Skill or Strategy whole class as it appears in *Wonders*.
2. Reinforce this Skill or Strategy with occasional teacher modeling in the first week, inventorying students' use throughout the first week and beyond.
3. When the majority of students have demonstrated understanding of the Skill or Strategy, skip further modeling or discussion in later lessons unless referencing would be helpful to clarify student misconceptions or support deeper understanding.
4. Support Skills and Strategies in small group lessons as needed.

Text Dependent Questions Guidance

The design of *Wonders* means Text Dependent Questions (TDQs) meant for one text might be scattered in several different locations. For the central text of each week (from the Literature Anthology), they can be found in the Anthology itself, in the Close Reading Companion, or in the ELD resources attached to that text. You need to learn where the types of questions your students will find most supportive and interesting are, at times convert the teacher think alouds into questions your students get to answer while you listen and monitor for understanding, and at all times, make decisions about which questions to use each week, maybe even which questions to give to which groups of students. There's no question this is a challenging part of *Wonders* to get used to, but you'll quickly learn what your 'go to' sources are that best suit this year's students.

Interactive Read Aloud
(TE Days 1 & 2 - option for Day 5)

👍 Rule of Thumb	Rationale
If using the Interactive Read Aloud this week to build knowledge, keep "Connect the Concept" <u>short</u>. Don't reveal any summary of the text (e.g., Change "We will be reading a story about three sons that learn an important lesson about working together." to "We will be reading a story about three sons."). Do not spend any time previewing genre features or a comprehension strategy if you've already worked with it. Be stingy with time here! Turn the Teacher Think Alouds into questions for students to think about and discuss. Use Turn &	Texts read aloud are accessible to all students. Oral comprehension supports reading comprehension while students are learning to read proficiently. Teacher think alouds and teacher talk take away from chances for students to engage in this thinking and discussing for themselves! *Wonders* has too much repetition in teaching these strategies as stand alones. The goal is for students to make use of them while reading, not to know them to mastery as standalone skills!

Talks to involve all students in discussion and so you can monitor for understanding. After reading, ask students to name the Genre features themselves, ensuring they name the essential elements from the Preview. Ask students to summarize the reading and connect this reading to their work with the Essential Question in discussion or writing.	GIve the rewarding intellectual work to the students so they can develop the reading muscles you already have! This will serve as a swift review and will let you know if you need to clarify any confusions. Returning to the Essential Question frequently will help students feel the coherence built into the week's literacy activities.

Reading/Writing Workshop: Shared Read
(TE Days 1 & 2 - use on Day 1)

It is recommended to select only one instructional focus to use with the Reading Writing Workshop: Shared Read text.

Shared Read Lesson Component	Recommendation
Skill Lesson	Use most often.
Vocabulary Strategy Lesson	Use often as post-reading activity.
Strategy Lesson	Use sparingly.
Genre Lesson	Use sparingly.

👍 Rule of Thumb	Rationale
Instructional Time	
Read the Reading/Writing Workshop text whole class for only one day. Select one instructional focus from the *Wonders* TE Day 2 lesson plan to guide your instruction.	Students get multiple reads during the Day 1 lesson and also get a chance to revisit this text during Writing Workshop. This text is not rich enough for two days of study.
First Read Read the text as a class, stopping to use the Access Complex Text questions as needed and using your selected instructional focus (either Skill, Strategy or Genre).	The Access Complex Text questions scaffold student comprehension by supporting key areas of this text's complexity.
Second Read Ask students to read the text in partner pairs, keeping the Guided Practice focus in mind (from the Guided Practice of Close Reading of the lesson - Skill, Strategy or Genre - that you selected). You	Remember that the Reading/Writing Workshop text is there to support understanding of the Literature Anthology's more complex text. Make sure you have pointed students (through questions and

should match more proficient readers with those who need support, and/or consider pulling a small group to work with more closely.	tasks) toward an understanding of the elements they will see repeated in that harder text. If necessary, point them out directly and let students know they'll be seeing *that* element again tomorrow.

Skill Lesson	
Lean on this component most often to ground instruction with the Shared Read. Ensure the "Explain" portion of the lesson is concise. Model using the skill if necessary; otherwise, invite students to demonstrate for the class. Leave majority of the time for work in partners or small groups.	The *Wonders'* Skills mini-lessons most closely align to college and career ready expectations. Teacher modeling can be used sparingly in favor of student thinking and work.

Vocabulary Strategy Lesson	
Use this component to support in-context vocabulary instruction. This mini-lesson can be used as a wrap up, or moved to independent work activities altogether. It should not be the sole focus for whole class instruction with this text.	These strategies often highlight transferable vocabulary skills, but do not require a significant amount of instructional time.

Strategy Lesson	
Use this component only if you have not introduced this particular strategy, as an occasional reminder or if you have noticed in your conferencing or small group work that most students in your class would benefit from a reteach. Otherwise, weave reminders of these strategies into your instruction when needed. If using this component, ensure the "Explain" portion of the lesson is 1 minute or less. Limit modeling as much as possible and instead invite students to demonstrate use of this strategy for their peers.	While almost all *Wonder's* comprehension strategies are research-proven*, most readers do not need weekly instruction to support meaning making. Teacher modeling can be used sparingly in favor of student thinking and work. *Note: Skip prediction work. This is <u>not</u> a comprehension strategy with a solid research base.*

Genre Lesson	
Use this component only if it addresses one of the genres specifically named in your grade-level's standards *and* if your students need more support understanding the characteristics of that specific genre.	There is an excess of genre talk in *Wonders* throughout the year. It is more important to leave instructional time for richer texts.It is not that hard for students to understand the features of any given genre.

Literature Anthology
(Grade 2: TE Day 3 - use on Days 2 & 3)
(Grades 3-6: TE Days 3 & 4 - use on Days 2 & 3)

✋ Rule of Thumb	Rationale
First Day with Literature Anthology (use on Day 2)	

First Read: Unencumbered
Read the whole text aloud without stopping and with students following along.
 	
Second Read: Question to build understanding*
Reread focus sections of the text together. When appropriate, invite students to read sections aloud to the class during this reading, especially to support their thinking with text evidence.
   ● Skip teacher Think Alouds.
   ● Reply on the the Access Complex Text questions most heavily.
   ● Use the "Read" questions only when they build understanding of this text. Avoid questions that are purely Skill or Strategy based.
 	
The selections in the upper grades get <u>really</u> long. You won't be able to re-read the full text in subsequent readings, so you'll have to prepare; chose where you'll focus carefully, and support student understanding of the key sections of the text.
 	
If necessary, move notetaking and summarizing to independent or centers work in order to leave sufficient time for a first and second close reading experience and for students to get the support they need.
	An unencumbered first read allows students to simply enjoy the text. Reading aloud levels the playing field so all student have equal access; insisting students follow along strengthens reading fluency, and everyone gets to enjoy reading.
	
	Students have already heard you read the text aloud once. Student reading mixes things up and gives you a chance to pay close attention to student comprehension.
	
	The Access Complex Text questions point to text-specific areas of complexity and will help unlock meaning for students. The questions in the Close Reading Companion and the ELD materials may provide more support and focus on the text than those offered by the Anthology itself. Review them when planning each week, especially if the text selection is particularly complex.
	
	Your support is most needed in building understanding of the text during this whole class time.

Second Day with Literature Anthology (use on Day 3)	
Third Read: Question to build deeper understanding Reread as a class, asking the "Reread" questions from the *Wonder's* TE. Use student voices in this whole class reading, or ask students to pause and read sections in small groups, partnerships or individually. For struggling readers, consider how to use partnerships or small groups to support decoding of this text.	The "Reread" questions build deeper understanding for students. Use this third read as a chance for students to take on some of the reading (as they have already heard this text read aloud twice) before engaging in a fourth read solo or with peer support.

Skip the author and illustrator questions from the TE during whole group instruction unless they build knowledge towards the Essential Question. These may be used as independent or small group activities.	Skipping these questions will allow more time for what matters most: building knowledge and student opportunities to take on the work during the fourth read.
Fourth Read: Reread for evidence Ask students to reread while gathering evidence for the "Write" prompt. Continue to use the supportive structures mentioned above for struggling readers. *See [Volume of Writing](#) guidance for more information.* Move Close Reading Companion to independent work or cut.	If you have time to have students re-engage with the text a fourth time, it would be great if this final reading could again support understanding of how the full text works. You likely will still have to support students who struggle to access grade level text by assigning buddy readers carefully or reading aloud portions of the text to some students. If you have access to ConnectEd, *Wonders* offers online recordings of the text (or you may use your own!).
Third Day with Literature Anthology (option for Day 4)	
If using the Literature Anthology for a third day, ask students to reread with the Text Connections prompt (from *Wonders* TE Day 5: Integrate Ideas) in mind and gather evidence for their writing. After reading, students should work to apply evidence to their writing. This can be done in pairs, independently, or with small group teacher support. *See [Volume of Writing](#) guidance for more information on using the "Text Connections" Activity.*	If you decide the Literature Anthology is rich enough to merit three days of class time, students should have this opportunity to build on the work of the second day in preparation for using their knowledge in writing. This third day should also be planned with the needs of the students who are struggling with the reading in mind. Make sure you carefully partner students for support, are clear about what chunks of text they should focus on, and have provided the conditions for successful access for all your students.

Literature Anthology: Paired Read
(TE Day 4 - option for Day 5)

👍 Rule of Thumb	Rationale
If using the Paired Read this week to build knowledge, spend no more than a couple minutes, if any, previewing the text. Do a whole class unencumbered first read. Use the Accessing Complex Texts questions to support students during the second read. Move the Close Reading Companion to an independent activity or cut. If not using the Paired Read whole class this week, consider using this text as independent reading.	This text should be used to build knowledge around this week's topic and, at times, as exposure to an additional genre. An unencumbered first read gives students a sense of the gist. Using the Accessing Complex Text questions will support students to unlock meaning by understanding complex features of this specific text.

Leveled Readers for whole class use
(Option for Days 4 & 5)

👍 Rule of Thumb	Rationale
When using Leveled Readers to build knowledge on this week's topic, have *every* student read *each* leveled reader from simplest to most complex. Consider using heterogeneous small groups or pairs to support the readers in your classroom, and/or pulling a group to work with directly that needs the most support. Ground discussion and writing after reading in the week's Essential Question. Strongly consider tying this work to a Day 5 culminating activity.	When a series of texts provide information on the same topic, starting with the least complex texts sets the groundwork for all students to access more complex texts in the series by providing knowledge and building initial vocabulary. This connects to the vital importance of Building Academic Language. Other than that value, the quality of the Leveled Readers is much poorer than the other text selections in *Wonders*. So they simply are not worth much time or attention except as a source of Volume of Reading.

Text Evidence

The ability to find, evaluate, and present evidence is a critical skill in college- and career-readiness standards. That's because it is a vital skill in life. Providing lots of practice, and a variety of ways to help children strengthen the 'evidence-seeking muscle' needs to be baked into every lesson.

The good news is students really like to find evidence and present their arguments/sets of reasons for why they have the right insight into something they have heard or read for themselves. It's an investigation that is deeply satisfying.

Chances to practice recognizing and presenting text evidence are all over *Wonders.* Perhaps the most essential place to get practice is when students are asked to write down their evidence in an organized way, whether that is in a short response to a text-specific question or in a longer piece, or after doing independent discovery through research. Writing is complicated and students need lots of practice. Writing about evidence and learning to stay focused is even harder. The guidance we've offered regarding all the writing scattered across the week in a given *Wonders* lesson and throughout each unit works to focus your attention on the highest value opportunities.

Volume of Writing

Component	Recommendation
Write to Sources	Use with modifications.
Grammar	Use with modifications.
Writing Process Instruction	Skip in units 1, 5 & 6. Use with modifications in units 2, 3 & 4.
Grades 3-6: Writing-Connected Research	Use weekly in units 2, 3 & 4.

Wonders writing instruction is broken into three components: Write to Sources, Writing Traits and Skills, and Writing Process.

Write to Sources allows students to practice writing grounded in evidence from texts. The prompts vary each week, requiring students to state and support an opinion (W.1), provide information about a topic (W.2), or make inferences in order to add to an event of a narrative (W.3), using evidence from the Reading/Writing Workshop: Shared Read text and/or the Literature Anthology texts from the week.

Writing Traits and Skills lives within Write to Sources. This component of writing instruction focuses on the craft and technical side of writing like writing strong sentences and paragraphs, basic grammar, usage, and mechanics. Each week, students analyze models of writing for specific traits and skills, and then practice applying those skills in their own writing.

Writing Process supports students in writing extended pieces over the course of two to three weeks. Students learn how to develop real and imagined narratives, opinion/argumentative writing, and informational/explanatory texts. Each unit focuses on a writing type, which is also aligned to the writing task of the research Inquiry project in units 2-4 in grades 3-6. Each unit has two 3-week cycles. The Writing Process tasks do *not* ask for use of evidence from the Reading/Writing Workshop text or the Literature Anthology texts.

Weekly Write to Sources Writing Instruction
Weeks 1-5 in Units 1, 5 & 6
Weeks 1-3 in Units 2, 3 & 4

Write to Sources Component	Recommendation
Day 1	Cut (see directly below for what to substitute).
Day 2	Use on Day 1 with Reading Writing Workshop text. Use on Day 2 with the Literature Anthology Text
Day 3	Use on Day 3.
Day 4*	Substitute Text Connections from Integrate Ideas (Day 5) as writing prompt.
Day 5*	Cut.
Note: In units 2, 3 & 4 during Weeks 4-6, ignore this guidance and use the Writing Process Instruction guidelines in the next section.	

👍 Rule of Thumb	Rationale
Self-Reflection	
Make the "My Writer's Checklist" from ConnectEd available to students during independent writing time. You can also create your own rubric using the "Writer's Workspace Rubric Generator."	This resource calls out genre-specific goals for students to keep in mind as they write and revise. Imagine multiplying your teaching power by helping students to reflect and coach their peers!
Day 1 **Using Day 2's Lesson from Teacher's Edition** **Text: Reading/Writing Workshop**	
Skip the Day 1 Fluency Write outlined in the Teacher's Edition. When using Day 2's TE writing lesson, select one focus for instruction under the "Analyze Student Model." Always choose a focus related to Ideas or Organization. If multiple foci for either of these traits are provided, select the one focus that makes the most sense given the needs of your students. Leave other foci as options for conferencing during writing time or features to highlight during student work shares. Or ignore them. They'll cycle back through.	Students are already practicing writing fluency daily when writing about texts. Skipping Day 1 allows more time for lessons with higher quality writing instruction. There are too many instructional options for Day 2's writing lesson. Choosing one will focus your and your student's energy on what matters most for this lesson.

Day 2 **Using Day 2's Lesson from Teacher's Edition** **Text: Literature Anthology**	
Create a new prompt that works for the Literature Anthology text. You may do this by using the Day 2 Reading/Writing Workshop prompt as a guide or by drafting an original prompt that can utilize the same Day 2 teaching point. *Example: The Day 2 prompt "Add a paragraph to the end of the story" can be easily used on Day 3 with the Literature Anthology text.* Review your instructional focus from Day 1 (see above for guidance). Address this focus by either highlighting its use in student work from the first lesson, or addressing misconceptions. Be sure to leave the majority of lesson time for writing on this day!	The genre of the Reading/Writing Workshop text is always the same as the first Literature Anthology text, making it possible to substitute instruction for the Literature Anthology, a substantially more rich text. Keeping the same instructional focus for two days allows students multiple "at-bats" with the same skill. This will also allow for more student writing time!
Day 3 **Using Day 3's Lesson from the Teacher's Edition** **Text: Literature Anthology**	
Use the prompt from Day 3 lesson as listed in the Teacher's Edition. After introducing the prompt, let students work in pairs or small groups to collect evidence. Use the specific prompts listed in the Teacher's Edition to support students in finding evidence, if necessary. Or, consider pulling a small group who you have noticed during discussion would benefit from your support before jumping into writing.	Students have had two days with the Literature Anthology to build their understanding of this text. Allow them to grapple with this writing assignment before stepping in to direct them to evidence - they're ready for it!
Day 4 **Using Day 5's Text Connections Prompt from the Teacher's Edition** **Text: All texts read**	
Use the Text Connections (from TE Integrate Ideas, Day 5) discussion activity to prepare for writing. Students should be encouraged to review **all** the texts they've read during the week, including small group work texts. After sharing, students will begin writing using all the evidence they have collected. Continuing this writing piece is an option on Day 5 if you think the writing is productive and a worthwhile use of class time. *Note: Students using the above plan are writing to two sources weekly. If you are still concerned about your students' progress in this area, see note below about adding additional Wonders-planned "Write to Two Sources" instruction.*	At this point in the week, students have read multiple texts to build their knowledge around the Essential Question. This discussion time will allow your students to synthesize their learning from the week and engage in collaborative conversation using text-evidence with peers. See *Wonders*' notes on Speaking and Listening in this section for grade-specific guidance to build these skills and habits of discussion.

Day 5	
Students may continue working on their writing piece from Day 4, or you may choose to select alternate activities from the Day 5 Menu.	Let the best texts and related activities drive your Day 5 choices. If continuing writing will give students another day writing about great texts, choose writing!
Writing to Two Sources	
If your setting dictates the need for additional practice with this skill, consider occasionally using the Day 4/Day 5 instruction to beef up instruction in this area.	*Wonders* creates additional weekly opportunities to write to two sources which can easily be folded into instruction to meet this goal. However, note that the prompt may need to be adjusted to match the texts you have selected to use this week.

Grades 2 - 6: Units 2, 3, & 4 Research

In grades 3-6, the structure of weekly research projects in units 1, 5, and 6 is different from units 2, 3, and 4. In units 1, 5, and 6, these weekly projects are short and sometimes disjointed; at the end of the unit in Week 6, students choose one of these shorter projects and conduct extended research. This essentially mirrors what students have seen with *Wonders* in Kindergarten, first and second grades.

In units 2-4, these projects extend across the entire unit with students completing part of the project each week, culminating in a final piece of writing. Each unit focuses on a different writing type: unit 2 is informative writing, unit 3 is opinion writing, and unit 4 is narrative writing. There is good cohesion developed across these three units.

Outline of Research each week in *Wonders* (units 2-4) for grades 3-6:
- Week 1: Research Plan
- Week 2: Evaluate Sources
- Week 3: Take Notes on Sources
- Week 4: Outline and Draft
- Week 5: Collaborative Conversation, Revise, Edit
- Week 6: Publish and Present

In grade 2, the unit projects do not connect week to week, but rather align to only the weekly topic. Writing Process instruction still only happens in units 2, 3 and 4.

Grades 2 - 6: Units 2, 3, & 4 Writing Process Instruction
For all grades, it is recommended to continue your weekly Write to Sources instruction for some of units 2-4, but also create time for students to go through the writing cycle in each of the three genres.

👍 Rule of Thumb	Rationale
Grade 2	
Use the Writing Process lessons as outlined on the chart below. Skip other Writing Process instruction throughout the year.	Second grade in *Wonders* represents students' first chance to dig into Process Writing in the three genres. While this is not connected to research in 2nd grade, as in 3rd through 6th, you and your writers will be able to focus on exposure to these genres over Weeks 4-6.
Grades 3 - 6	
Use the writing process lessons as outlined on the chart below. Skip other Writing Process instruction throughout the year. Do not have students complete the writing piece associated with the Writing Process lessons. Instead, apply the set of writing process lessons to the Inquiry Project task as outlined in the charts below. Skip the other set of writing process lessons for the unit. If you need prompts for additional writing cycles, consider crafting a new prompt using weekly texts and the current genre of study.	You can simultaneously streamline writing instruction and elevate the quality of research by marrying these two components together.

Writing Process Instruction - Units 2, 3 & 4

	Day 1	Day 2	Day 3	Day 4	Day 5
Week 1	Write to Sources: TE Day 2 Instruction (R/W Workshop Text)	Write to Sources: TE Day 2 Instruction (Literature Anthology)	Write to Sources: TE Day 3 (Literature Anthology)	Text Connections prompt with all read texts	**Grade 2:** Day 5 Menu **Grades 3-6:** Inquiry Project: Research Plan
Week 2	Write to Sources: TE Day 2 Instruction (R/W Workshop Text)	Write to Sources: TE Day 2 Instruction (Literature Anthology)	Write to Sources: TE Day 3 (Literature Anthology)	Text Connections prompt with all read texts	**Grade 2:** Day 5 Menu **Grades 3-6:** Inquiry Project: Evaluate Sources
Week 3	Write to Sources: TE Day 2 Instruction (R/W Workshop Text)	Write to Sources: TE Day 2 Instruction (Literature Anthology)	Write to Sources: TE Day 3 (Literature Anthology)	Text Connections prompt with all read texts	**Grade 2:** Day 5 Menu **Grades 3-6:** Inquiry Project: Take Notes

Week 4	Writing Process*: Expert Model Writing Process*: Prewrite Writing Process*: Draft Writing Process*: Revise, Peer Review	**Grade 2:** Day 5 Menu **Grades 3-6:** Inquiry Project: Outline and Draft
Week 5	Writing Process*: Expert Model Writing Process*: Prewrite Writing Process*: Draft Writing Process*: Revise, Peer Review	**Grade 2:** Day 5 Menu **Grades 3-6:** Inquiry Project: Collaborative Conversation, Revise, Edit
Week 6	• Writing Process*: Proofread/Edit/Publish • Grade 3-6: Inquiry Project; Publish, Present	

Note: For grades 3 - 6, Writing Process means that you should apply the Writing Process lessons to the Inquiry Project task. For grade 2, this means use the Writing Process lessons as written.

Grammar

The Grammar Worksheets are only included in the ConnectEd online resources and are not part of the printed workbooks. The Grammar Handbook is located in the back of the Reading/Writing Workshop resource. You may need to improvise if your district doesn't use ConnectEd or if your students find the grammar instruction confusing at times.

Day 1	Day 2	Day 3	Day 4	Day 5
Grammar: Introduce (Day 1 TE lesson plan)	Grammar: Review (Day 2 lesson TE plan)	Mechanics and Usage (Day 3 TE lesson plan)	Apply Grammar skill, Mechanics and Usage to student writing	Apply Grammar skill, Mechanics and Usage to student writing

👍 Rule of Thumb	Rationale
Use Grammar Days 1-3 as outlined in the Teacher's Edition. Apply Grammar Days 4-5 to student writing rather than completing in isolation.	Grammar instruction in service of quality writing is ideal. Opportunities for students to try new grammar learning in their own writing helps them see its value immediately and allows practice in context. You should make sure to always hold students accountable for grammar they have already been taught and gotten some chance to apply.

Foundational Skills

Following *Wonders* as written will address many of the needs of second grade students in regards to foundational skills. With some adjustments to time and types of tasks, your lessons will meet the needs of all learners.

The guidance provided here is primarily aimed at assisting you to make solid, research-based decisions on every aspect of teaching your children how to read.

There are two key messages for Second Grade with foundational skills:
1. **Spend at least 45 minutes each and every day on Foundational Skills activities** - Teaching your children (all of them!) how to read is your job number one. Nothing they will ever do in school is so important as this - with you. The time spent on learning to read can (should) be scattered across your day and it should be active and a mix of types of activities.
2. **Fluency with grade level texts for every student is your primary target**. If you achieve that, you will send your student to third grade and beyond in great reading shape!

The guidance provided below is aimed to be your support in achieving reading success for each student. There is also a section giving you ideas for enhancements designed to 'spice up' the learning for your students by teaching in the form of games, riddles, movement and other lively enhancements. Learning to read should be fun for every student! You know they're all excited about becoming readers!

A word on assessing your students' phonics and fluency mastery in second grade: *Wonders* offers a ton of assessments, but they are often time-consuming and cover too many parts of reading at a time. It is of course *very* important to know *weekly* what your students have mastered and where they need additional exposures and practices. Because of this, there are simple, easy-to-do assessment protocols offered at the end of this guidance.

Second Grade Recommendations

Note: These time recommendations represent *all* class time spent for *each* student - including whole group direct instruction, small group learning and independent work. The recommended time does not need to be happen in one chunk and can be broken up throughout the school day.

Foundational Skills Component	Second Grade Recommendation*	*Wonders* Alignment
Phonics*	20 - 30 minutes	Not aligned to time recommendations- needs modifications (see below)
Decodable Readers**	20 - 25 minutes	Not aligned to time recommendations- needs modifications (see below)
High Frequency Words	5 minutes	Meets during whole group instruction.
Reteaching	As needed. Goal is mastery of	*Ensure you are using small group*

(support based on weekly assessments)	each component by ALL students.	*time to meet the needs of your students.*

*Brief phonemic awareness tasks may be used during this time. No additional phonemic awareness activities should be needed in 2nd grade unless used as an intervention to support a below level reader.

**Work with Decodable Readers will focus on accurate decoding as well as fluency.

*Notes for Instruction: Flexibility Within Structure

- Direct Instruction in phonics, high frequency words, and work with Decodable Readers can be: Whole Class or Small-Group
- Student Practice can be: Independent or Teacher Monitored
- Small Group Instruction can include: Observing and Practicing a Current Skill or Re-teaching and Remediating a Past Skill

Wonders Foundational Skills Program

👍 Rule of Thumb	Rationale
Scope & Sequence	
Follow *Wonders* outlined scope and sequence for foundational skills.	*Wonders* uses a research-based scope and sequence. Instructional materials provided take the work out of carefully sequencing phonics patterns so that your students can build on their understanding each week - far too much work for you to attempt to do on your own! If you notice the pace of the program is too fast for your students, know that teaching to mastery is better than moving quickly through phonics progressions without ensuring student progress. However, also note that this problem will only compound itself as the *Wonders* pacing moves on without you! If a large portion of your students are struggling, find a way to add additional time for foundational skills so they can succeed. On the other hand, if you feel that *Wonders* is moving too slowly for your students (and have the data to back it up!), consider adding in additional opportunities for independent reading or read alouds aligned with your weekly topics and continue to follow the pacing within foundational skills.

Components	
Use all *Wonders* components* for Word Work instruction from the Teacher's Edition, including those listed as "Options." *Exception: Phonemic awareness tasks should be kept brief during whole class instruction (e.g., use the Phonemic Awareness whole group task from the TE as a quick warm up or transition activity). Continue to support struggling readers with phonemic awareness during small group instruction.	There is nothing more important than building a strong foundation for our readers and writers in second grade - they are called *foundational* skills after all! None of this work should be considered optional. By second grade, many readers will likely have mastered basic phonemic awareness and you should instead use this valuable instructional time for phonics. Of course, if you have readers who need additional support hearing and manipulating sounds, you should provide this in a small group setting.
45 Minutes Daily for Foundational Skills	
Your instruction must include *at least 45 minutes* daily for foundational skills. This time includes whole group and small group instruction as well as related independent work activities. Be creative about scheduling. The block does not have to happen in one chunk. Many related games and tasks take just minutes, making them ideal for small chunks of time throughout the day. Many of the oral activities can be done as you take your students through the many transitions they make every day. Sprinkle things throughout your day to make this recommendation fit your setting.	Foundational skills *cannot* be shortchanged if students are to become proficient readers! Consider this the most sacred part of your day.

Instructional Modifications for Foundational Skills

👍 Rule of Thumb	Rationale
Add Effective Enhancements	
Use effective enhancements to bring more joy and energy to your foundational skills instruction (see section below for a full list of ideas). *Example:* *When we spell words with -ail today, we'll hi-five our partner every time we hear our sound and spelling pattern.*	*Wonders*-planned Word Work activities are often dull and rely on the same routines each week. Foundational skills instruction can use routines and still be fun! This time should feel engaging and enjoyable for students - offering them a chance to learn crucial skills through movement, songs, chants and high-energy activities. Keep the planned content, but use every chance to add in the FUN!

Additional Phonics Instruction	
Ensure that your students are receiving a total of 20-30 minutes of focused phonics instruction and time for application each day. Remember that the minutes allocated on the clock in the Teacher's Edition do not always accurately reflect time for any given activity, nor do they include time for related practice outside of direct instruction. Always use *Wonders*-planned whole group phonics and spelling instruction from the Word Work section of the Teacher's Guide. Also plan instruction in small group settings and activities for independent work that support the current sound and spelling patterns. *Additional Wonders Phonics Resources:* Tier 2 Intervention Phonics Teacher's Edition, Differentiated Small Group Instruction in Wonders (Approaching Level, On Level, Beyond Level, English Learners), Wonders Adaptive Learning Program (interactive games & activities to review and reteach foundational skills).	In second grade, *Wonders* falls short of 20-30 minutes of daily phonics instruction without careful planning. Don't fret - *Wonders* has an abundance of resources at your fingertips! You'll have to get familiar with them in order to access the extra resources easily. Try to invest that time before you need to use the resources, so you can decide for yourself which are the best ones to tap into regularly for your students.
Phonics Practice Opportunities	
For every taught-phonics skill, students should have *at least five practice opportunitie*s. Use phonics pages in the Your Turn Practice Book to support to goal. The Phonics/Spelling Reproducibles resource found on ConnectEd also has easy to implement student work aligned to weekly phonics instruction (e.g. word searches). You can also supplement with Wonders Adaptive Learning Program, Go Digital activities or phonics-based Workstation Activity cards. Feel free to create additional practice opportunities by pulling outside resources or crafting your own, but keep in mind that the primary goal is for students to get practice the current and previous phonics patterns. Outside materials may not align directly with the *Wonders* scope and sequence and should be used thoughtfully.	Mastering new phonics patterns requires practice, practice, practice! While students do not need endless workbook pages to complete, they do need time each day to secure their new learning. Don't forget to add effective enhancements for practice opportunities as well. Try to include movement, songs or games as much as you can so your students can learn more actively and enjoy the learning.
Additional Fluency Practice	
Ensure your second graders are practicing fluent reading throughout the week. Key components of fluency practice are: ● Repeated readings (5+) of the same text.	The time (for fluency!) is now. Students have worked hard in kindergarten/first grade to master sound and spelling patterns, using this knowledge to focus on correctly reading the words on the page. Now, second graders need to turn their

● At least some opportunities to practice fluency with grade-level texts (Grades 2 & 3 Lexile Band: 450 - 790). While using the Wonders program, your students will practice fluency with: ● Decodable Readers (see section below) ● Literature Anthology ● Your Turn fluency passages ● Other teacher-selected resources If possible, also consider… ● Typing up the Literature Anthology (whole text or just a section) to use for additional practice at home ● Adding Fluency Pack resources from Achieve the Core ● Selecting fluency performances as a Day 5 Activity	attention to decoding *while* reading at the correct rate and using appropriate phrasing and expression. This takes practice, but the vast majority of your students can become fluent readers with focused opportunities. Your second graders need fluency so that they can tackle the much longer texts next year in third grade. Your weekly schedule already has opportunities to read and reread text built into instruction. However, depending on the needs of your students, you may need to add even more.

Effective Enhancements for Foundational Skills Instruction

Stand Up/ Sit Down: turn word sorts into an opportunity for movement. "Stand up if you hear a word with -----" or "sit down if you see the sound -----" can add movement to a basic task.

High-Five Your Neighbor: same as above, with the task to high-five a neighbor if they hear (phonemic awareness) or see (phonics) the given sound.

If You're Happy and You Know It: Turn a task into a song by setting it to the lyrics of kid- friendly tunes, i.e., *"If you hear /s/ and you know it, clap your hands." "If you think you know the word, yell it out!"*

Do You Speak Robot? Turn your blending routine into a game by teaching students that you (or a puppet!) speak robot- one sound at a time. Students must listen to the segmented sounds and blend them together to understand the words.

Do You Speak Snail? Turn your blending routine into another game by teaching students to "speak snail". Say words *slowly*, sound by sound. Students have to "guess" the word or "translate snail speak" by blending them together.

Let's Hear It For: Teach students to spell high frequency words, or to learn word parts, by cheering for each letter, cheerleader style. "*Give me an A" "I've got your A, I've got your A!"*

Head, Shoulders, Toes: Blend or segment words with a physical activity- students touch their heads for the first sound, their shoulders for the middle sound, and their toes for the end sound of 3 phoneme words. (note: this task can be adapted for syllables, or more parts can be added for more sounds)

Whisper It, Shout it: Vary any oral activity by simply varying the volume level for students when they are responding. Alternating between whispering and shouting, or adding other silly additions (say it like you're underwater, say it in slow motion, mouth it with no sound) can bring the fun to a simple task.

Snap/Clap/Stomp When You Hear: Give students a physical activity to do when they hear a sound and spelling pattern, rhyming word, or other stated task.

Freeze Dance: Play music and let students dance. Have them freeze when they hear a given sound and spelling pattern, rhyming word, or other stated task.

Note: these enhancements should be added to lessons that reflect current skills. Students do not need to repeatedly practice what they have already mastered. So, either retire an old favorite or repurpose it to reflect new learning.

Decodable Readers

Wonders' decodable readers are controlled texts that only feature words already taught either as high-frequency words or words containing phonics patterns that were previously taught or currently being learned. Decodables can be used for whole-class or small-group work, in centers, or for independent reading. They should be read many times!

Decodable readers connect phonics to fluency and comprehension. They are the opportunity for students to practice learned sound/spelling patterns and words learned as wholes *in context*. This means students will be taking what they have learned from your phonics lessons and getting the chance to use these same skills in the context of a book! The important thing is that they be used as a regular and frequent part of instruction and practice.

👍 Rule of Thumb	Rationale
Instructional Time	
Use decodable readers 20 to 25 minutes each and every day (whole group, small group or for independent reading). Consider also using the "Take-Home Book" from the Your Turn Practice Book an additional text to practice sight-words.	Decodables are a vital part of securing knowledge of new sound and spelling patterns. Your instruction will first let kids hear these new sounds ("Phonemic Awareness" TE instruction), then see them ("Phonics" and "Spelling" TE instruction) and finally use new patterns in a book (Decodable Readers). If your students are not asked to use newly learned phonics patterns while reading, they will not see this learning as a useful tool while reading!
Decodable Reader Protocol	
See the next section for a full description of the Decodable Readers Protocol.	Reading and rereading decodables, with decreasing support from you, will build the independence and confidence you want to see in your students as they read newly learned phonics patterns and incorporate them with already mastered content to make meaning from books.
Use this protocol to plan your instruction weekly with the 2 decodable readers included in *Wonders*. Note that you will often use each decodable reader on more than one day.	These texts are meant to be reused. You'll see your students' excitement after being able to read "all by myself!" Don't forget this feeling will be made possible by controlling these texts for only phonics content that your students have learned and by providing lots of practice opportunities!
Ask a handful of comprehension questions after the first and second reads of any decodable text. Questions after the first read should get at the main idea, while questioning after the second read can get at any deeper meaning.	While this time is certainly intended to focus on accurate decoding, that doesn't mean comprehension has to fall by the wayside. Make sure your kids know that they are also expected to read for meaning during this time by asking quick comprehension questions after reading.

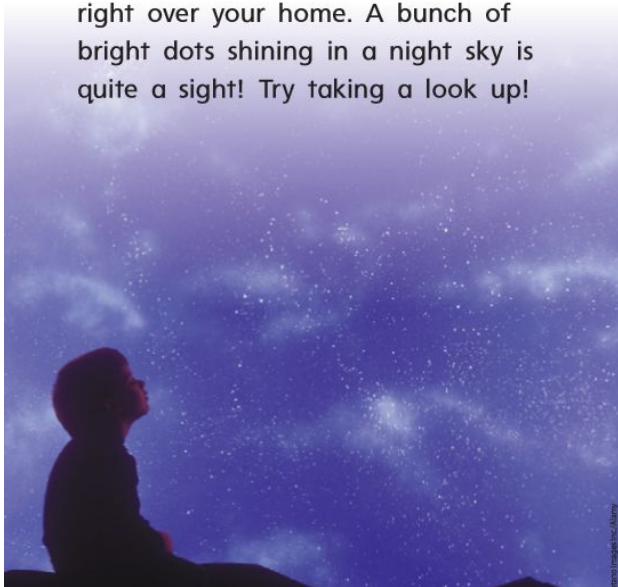| After several reads of a decodable reader, create games and riddles that make revisiting this text fun and simultaneously support your instructional goals. | The controlled nature of the decodable text makes revisiting the text for opportunities to practice related content easy and fun for students. |

Decodable Readers Protocol

Decodable Readers offer a wealth of learning opportunities for students. The protocol below demonstrates the varied ways in which these texts can be used in the classroom. A sample has been provided. **Note: More than one read can happen in a given lesson or day.**

Read #	Format	Notes	Instructional Purpose
1st Read	Choral	Lead choral reading Note- Which students are struggling? Which words present hesitations? Follow with basic comprehension questions.	Students can hear a fluent read. Teacher can note specific needs for decoding (student or whole group). Reinforces that reading is for making meaning.
2nd Read	Students read independently	Allow time for independent read- monitor for word challenges. Follow with more time for comprehension questions. Cold call for questions, varying who is called on.	Allows students to all work independently. Teacher can monitor individual needs. Gives time to assess any and all comprehension needs- it is important that all students are fully comprehending before moving on. (sample comprehension questions, below)
3rd read	Echo or Choral	Teacher models fluent reading of the text. Echo reading (teacher, then student) or choral reading to follow.	Echo read if more support is needed. This time allows the students to hear fluent models, and the teacher to monitor accurate decoding and automaticity. Note: fluency expectations must be prioritized in 2nd grade. Spend more time here if students need practice.

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4th read	Buddy/ Paired Reading	1 student reads, 1 follows along, and then switch. Whole group reviewing challenges that come up from sight words or sound spelling patterns during the student reading time.	Reading work is on the students. Teacher can listen to each pair and note any challenges (what and where). Patterns (sight words, sound/spelling patterns, etc.) can be noted and shared whole group. Fluency feedback can be given to students individually as needed. Buddy reading can also be a center activity.
Later reads	Foundational Skills Games and Activities	Text based games and tasks that reinforce phonics patterns and support student fun with language.	See sample below

Decodable Readers Foundational Skills Games and Activities Sample

At night, take a break. Lie in the grass and gaze up high in the sky. You might find a hundred silent stars right over your home. A bunch of bright dots shining in a night sky is quite a sight! Try taking a look up!

Why do stars shine in the sky?

Stars shine because they are made up of hot gases that let off light. They can look either bright or faint. They may be red, blue, white, or yellow. Stars are great!

Source: McGraw-Hill *Wonders*   Page 10   Page 11

Grade 2, Unit 3 Decodable Reader

Page	Question/Tasks	Instructional Purpose
10	● How many ways can you find to spell the /ie/ sound on this page? GO! ● I'm thinking of a word that ends in -ing and is the opposite of dark.	● Long vowels ● Read words with common suffixes
11	● This color word has two syllables. What color is it? ● Can you find two words that have different spellings of the /ae/ sound? Hint: Look for two words that start with /m/.	● Read words with two syllables ● Know sound-spelling patterns for long vowels

Foundational Skills Assessment

👍 Rule of Thumb	Rationale
Daily Informal Assessment	
Use a checklist or note taking system to monitor students daily (sample below). Small group instruction is an ideal time to collect this information! Remember to cold call students and offer a range of tasks to gauge mastery. For example, when learning a new phonics skill, be sure you are asking students to write words with this sound and spelling pattern, identify words orally that contain this pattern, and make the associated sounds in words. Check the "Monitor and Differentiate Quick-Check" on the margins of the Teacher's Edition for prompts to determine if students need additional support. This is also followed by reference to related Small Group Differentiated lessons.	You will catch red flags more quickly if you are carefully observing your students any time they are engaged in learning connected to foundational skills. This is your chance to pounce on those gaps with extra instruction and support as soon as they appear!
Weekly Dictation Assessment	
You will give the *Wonders* weekly dictation assessment as outlined in the teacher edition with the following modifications: ● Add/replace several words with pseudowords (made up words that contain	While careful observation of your students is key, you need more formal data to truly determine who is mastering new skills.

this week's sound and spelling pattern - e.g., when studying the /igh/ sound ask students to write 'figh') ● Add one sentence dictation with mix of high frequency words and this week's phonics skill (can replace assessing high-frequency words in isolation) Grade these assessments weekly. ● If students make errors on more than one of the words from the current week's sound and spelling patterns, re-teaching must happen the following week. ● If only a few students make these errors, re-teaching can happen in small groups. ● If a large number of students make these errors, address them in whole- class instruction.	Reading new phonics patterns is typically easier for students than producing them in writing, so this dictation should provide actionable data on which of your students need more support. You will act swiftly and decisively based on this assessment to close gaps during the following week! You will act swiftly and decisively based on this assessment to close gaps during the following week!
Unit Assessments	
Strongly consider adding an extended dictation to the unit assessment as a measure of mastery for all sound and spelling patterns taught.	*Wonders*' unit assessments contain some questions on structural analysis content taught, but do not help you assess for mastery of new phonics. Use this as an opportunity to widen the lens and gather information about *all* taught skills by adding a dictation to this assessment.

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Observation Daily Checklist

Weekly Phonics Skill(s): _____

Weekly HFWs: _____

Notes from previous week→ whole group practice needed in: _____

Key:
✓ = mastery
? = inconsistent
X = area of challenge, more practice needed

Student Name	Extra support needed with *(provide skill)*	Weekly skill notes	Decodable Readers: Accuracy	Decodable Readers: Automaticity	Decodable Readers: High-Frequency Words

Knowledge

Reading and Writing (Speaking and Listening) to Build Knowledge

Building knowledge is an accelerator for literacy gains for all students. We talk often of 'accessing background knowledge,' but not frequently enough about how to build it through what we do with students in school. Knowledge gains carry vocabulary gains. Words are the names we use to talk about what we know. Increasing word and world knowledge accelerates students' comprehension. Providing students the chance to read on a topic of interest to them, or one necessary to master for content standards, is a well-researched pathway to improving reading.

Being able to figure out what words mean in context is a vital part of becoming a reader who can learn from what she reads. When a student has a comfort level—expertise—with a topic, they can figure out lots of words they don't know because they have a confidence in what hey do know about that topic. Students can use what they know to figure out the few new ideas or words. Once they knows lots of words, and lots of different knowledge, students can read whatever they want and learn from anything.

The best way to do this for all your students in the early grades is to read aloud, and read aloud some more, deliberately and systematically.

Wonders offers the chance to build knowledge in stylized ways, but this is an area that can't be shirked and where you should pull in what you know your students need and love from any source you can. What you can't do, or skip at your students' peril, is to neglect building knowledge through reading aloud daily. Read about the world! About science! About cool people and cool places! About children like your students and children very unlike them! Reading aloud is the window from your classroom out to the wide world.

Wonders offers some opportunities to build knowledge (and read aloud) in several ways, but teachers need to really apply judgment and be willing to hunt through the resources in this arena, since there are variations in how they are organized and uneven quality from week to week. These are laid out in the Rules of Thumb for the *Wonders* components that support knowledge building:

- Research
- Text selections that come together to make a text set
- Integrate ideas/research
- Week six activities
- Volume of reading (see below)

Volume of Reading

Every performance-based task improves through practice opportunities. The more complex the task, the more it benefits from lots of practice opportunities. There is almost nothing we ask of our students more complex than learning to read and write. It is a fun thing to learn how to do and to practice when you're young. Because it is so vital to lay a strong foundation, many of the recommendations for volume of reading in K-2 have to do with letting students read and re-read their Decodable Readers. Once they are smooth readers there, they can move on to Leveled Readers and experiment with word patterns they may not be as familiar with.

We already know that vocabulary grows faster when words are learned in context, and we already know that students are more interested and learn more when they can stick with a topic that is of interest to them for a while. So it is essential that we provide opportunities for students to hear high-quality texts read aloud, and for teachers to choose texts that stay on a topic so students can accelerate their knowledge and vocabulary growth. Don't neglect the volume of reading that comes from reading aloud to primary grade students! See more in the section just above.

Leveled Readers for Small Group Use

👍 Rule of Thumb	Rationale
Text Selection	
Allow students to read more than just their assigned Leveled Reader in small groups each week.* When there are a variety of Leveled Reader titles for the week, start with the assigned Leveled Reader and then use the "Level Up" resources for the rest of the week. When the Leveled Readers are the same title, use "Level Up" and consider using other resources instead of spending too much time with the Leveled Readers. There are many options: the Paired Read (to get some social studies or content reading in), the Reading/Writing Workshop text, more time with the Decodable Readers for students who need it, the ELD resources, or Literature Anthology as additional sources of differentiated small group reading opportunities. **Note:** For students who are working to secure foundational skills, primarily use the Decodable Readers for additional readings during this time. Do not rely on the Leveled Readers until foundational skills are more secure. *Grade 2 Note: If using the Leveled Readers to build knowledge this week, you may already be using multiple Leveled Readers with the whole class.*	Small group time is an opportunity for students to have access to a volume of reading with lots of teacher support! Use the support you can provide in small group structures to provide students access to increasingly complex texts. You may also use this opportunity to revisit texts that that were introduced whole class in order to closely monitor student progress and provide additional strategic support. If you can think of the Leveled Readers as 'staircases' where students can climb more than one step in a week, rather than a fixed platform, you will accelerate students' growth and confidence and give them access to a greater volume of reading. *Wonders* assists you in this by offering the "Level Up" resources. The many *Wonders* resources listed to the left will help you meet the needs of each of your students when the Leveled Readers are not particularly good during any given week.
Lesson Plan: Level Up	
Use the "Level Up" lesson plans in place of the Leveled Reader lesson plans in the Teacher Edition. Focus instruction on building understanding through text-specific questioning and supports.	The "Level Up" lessons use text-specific questions to support student understanding about key areas of complexity for each Leveled Reader. These lessons also suggest teacher supports in reading more complex texts within small groups.
Time with Groups	
Create a schedule that allows your most struggling readers to receive the most small group reading support.	Students with the greatest need should be provided more intense attention and support in order fuel growth and close gaps. You should see these students more frequently than groups of students that are achieving mastery.

Independent Reading

✋ Rule of Thumb	Rationale
Text Selection	
Consider all texts from each week fair game for independent reading including: ● Rereading any text introduced whole group ● Reading unused weekly texts ● Digital inquiry space on Connect Ed (articles, video and audio) ● Unit Bibliography texts (made available to all readers) Always preference reading of topically-linked texts and make them available to students to read throughout the unit and beyond. For example, leave last week's readers in a bin by the library for students to access during independent reading time. This effectively creates a mini text set for students.	A volume of reading done independently should be at a variety of text complexity levels. This allows students to feel like they can enter at any point they feel confident or find an book they are interested in reading. If available, use books and other text sources that are conceptually related to the unit themes and topics that have appeal to students from beyond *Wonders*. Reading on a conceptually-related topic is research-proven to best grow knowledge and vocabulary. When students read within a conceptually-related topic, they build knowledge and can access higher level texts. As they are linked to weekly topics, *Wonders* resources already do a lot of this work for you!
Time for Independent Reading	
Ensure you have built time into your daily schedule for independent reading beyond whole class instruction. This can be assigned from the resources available above or other selections from your class library, or students can choose from these resources themselves. You may choose to make independent reading an independent activity while you meet with small groups to meet this recommendation. See more about options for independent activities in K-2 Independent Work Activities.	Students need to read (and read a lot!) to become proficient readers. Making time for reading within the school day is essential.

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Text Evidence

The ability to find, evaluate and present evidence is a critical skill in college- and career-ready standards. That's because it is a vital skill in life. Providing lots of practice, and a variety of ways to help children strengthen the 'evidence-seeking muscle' needs to be baked into every lesson.
The good news is students really like to find evidence and present their arguments/sets of reasons why they have the right insight into something they have heard or read for themselves. It's an investigation that's deeply satisfying.

Chances to practice recognizing and presenting text evidence are all over *Wonders.* Perhaps the most essential place to get practice is when students are asked to write down their evidence in an organized way, whether that is in a short response to a text-specific question or in a longer piece, or after doing independent discovery through research. Writing is complicated and needs lots of practice. Writing about evidence and learning to stay focused is even harder. The guidance offered regarding all the writing scattered across the week in a given *Wonders* lesson and unit works to focus your attention on the highest value and most focused opportunities.

English Language Development Resources for All Students

The English Language Development (ELD) Resources are a formidable strength of the *Wonders* California/2017 program. The ELD offers well-planned routines and scaffolds for English Learners (EL), and often those resources represent opportunities to enhance or support discussion for all learners. This guide strongly endorses these resources and their benefits for students. The ELD meets the needs of different profiles of EL students: Emerging, Expanding and Bridging. They provide crystal clear direction for how to use these resources alongside of, or in place of, the *Wonders* curriculum. Most impressively, these resources provide adjustments for *each* activity and text in the program for all three levels of EL learner. Several of the most helpful specific resources are suggested below, but If you have EL learners in your classroom, or are interested in better supporting the language development of any of your students, be sure to dig into these plentiful resources for yourself!

👍 Rule of Thumb	Rationale
Use the Collaborative Conversation sentence starters as a framework for whole class discussion.	Sentence starters and other supports in gaining proficiency in academic English syntax are particularly helpful for students without a solid English base.
Check ConnectEd for additional multimedia resources and engaging activities (e.g., songs and chants in the Language Warm Up).	Because the ELD resources follow best practices research for ELLs, they are more concrete and clear than some of the core activities in the *Wonders* ELA materials. This makes them invaluable for students who may be struggling with expressive language or in accessing text meaning no matter what their primary language is.
Use text-specific questioning, often available in the EL sidebar, with small groups who are struggling with any individual text as option for more intensive support.	There are additional good text dependent/specific questions in *Wonders* that can help scaffold comprehension of the gist of complex text selections. Tap into these when the text is not accessible for too many of your students.

Use Differentiated Texts as student work options that are aligned to weekly topic. These offer lower level texts aligned to the weekly topic.	These are particularly good for older grade students who might otherwise not be able to access the ELA text selections initially. They can also be tapped as extra resources for building knowledge in weeks that have a topical focus.
Consider unpacking text structure in a small group with a more simple text (Reading Writing Workshop or Interactive Read Aloud) before students encounter it in a whole group lesson. Also, build in additional work with text features for ELs.	Lighten the load by helping ELs understand text structure before encountering a more complex text later on.
In Grades 2-6, revisit the Vocabulary Strategy lessons with EL students in a small group.	The Vocabulary Strategy lessons help to unlock transferrable knowledge about the English language. They also come with practice opportunities from the "Your Turn" book.
In Kindergarten and Grade 1, the "My Language Book" offers language supports that are text-specific (e.g., sentences frames, graphic organizers) for student independent work. These can be printed from ConnectEd.	These are excellent resources for promoting close study of syntax. The added supports allow students to gain more independence than they might otherwise have.

Evidence-Based & Rich Classroom Discussions

Evidence-based discussion is an essential component to a*ny* literacy program meeting college- and career-ready benchmarks. *Wonders* incorporates discussion opportunities while tackling texts; directions often push students to use text evidence during discussions.

Time for student work (orally and in writing) is vital to any classroom. While there are many chances to let students engage in text-based discussion outlined in the *Wonders* program, there are also missed opportunities to allow student voices to shine. It is recommended to always seize opportunities for students to do the thinking and work, and to shy away from *Wonders*-scripted time for teacher talk and modeling.

Please note that in general, recommendations for discussion topics are carefully linked to texts hear read or read for themselves and discussions are avoided when they are decontextualized 'warm-ups'. This is because of the time pressures *Wonders* users face every day. Time needs to be preserved for what makes students stronger in the most powerful components of ELA. Being able to recognize and discuss the evidence base for assertions when speaking and listening is vital.

Text-based opportunities are highlighted separately in many of the Rules of Thumb for each *Wonders* component. See additional guidance for successful and meaningful discussion below.

👍 Rule of Thumb	Standard/Rationale

Turn Teacher Talk into Student Talk

Turn teacher modeling into questions for students, whenever possible. Look for the blue "Teacher Think Aloud" and challenge yourself to turn these models into questions for students.

Note: Consider modeling a strategy or skill the first time it is introduced and then use this guidance for the remaining lessons.

Example:
Wonders instruction
Skill: Main Topic and Key Details
Teacher Think Aloud: "Remember, the main topic is what the selection is all about: animals that live in the pond. Let's add this to our chart."

Modification
"Quickly tell your partner what you think the main topic of this text is."
(Listen in and invite a student to share, ask kids to vote thumbs up/thumbs down to show agreement/disagreement)
"Let's add this to our chart"

While teacher modeling is *sometimes* appropriate, *Wonders* includes too much teacher talk. Teachers are often given the most interesting questions to think about, which robs the students of those interesting discoveries and epiphanies.

Loosen the reins and let kids try their hand at the thinking! Even if every student in your class can't model clear comprehension of the text for the class *yet*, student voices inspire confidence in their peers, and provide you clarity on the level of student mastery in your room.

Ask all Students to Engage

Allow students time, individually or in partnerships/small groups, to locate evidence before sharing out whole class. Insert peer discussion time to make this time come alive!

Letting students do the work for themselves, instead of you modeling, or one student demonstrating, flexes the muscle kids need to do this work on their own.

Highlighting Discussion-Rich *Wonders* Components

Ensure you are preserving time for *Wonders* components and the lesson portions that invite discussion. *Always* leave time for the "Guided Practice/Practice" section of a lesson.

Of note:
- Oral Language vocabulary activities
- Anywhere the "Collaborate" icon appears

COLLABORATE

Source: McGraw-Hill *Wonders*

- Integrate Ideas
- Day 5 activities (see Menu)
- Independent Activities (make discussion-based)

While it may be tempting to cut discussion time in favor of teacher-led instruction or reading/writing - resist! Many discussion-rich components of *Wonders* are there for the taking and students need these chances to talk to build language skills. This is especially important for our youngest students and ELs, as their oral language abilities far outpace their written ones. Think of the discussions as rehearsal times so students are more prepared to put their thoughts into writing.

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Day 5 Activity Menu

Day 5 is an opportunity for you to create your own schedule of instruction, selecting activities from a menu based on the quality of the week's *Wonders* resources and the needs of your students. *Always* make it a priority to work with students who you noticed over the week need additional support. In addition, Day 5 should highlight student reading, writing, and collaboration! Do not use this time to complete *Wonders* weekly assessments, outside of assessing foundational skills (see guidance on [assessment](#) for more).

Day 5 Structures

Consider Day 5's activities flexible to a variety of classroom structures. When reading text, you might consider introducing that text whole group or assigning it to proficient readers while you work more closely with a small group. You may also choose to have different students working on different activities at the same time, then rotating. Adding options for student choice is also a great way to close out the week! Ultimately, you will need to select some activities that allow students to work independently while you meet with small groups.

Core activities:
- *Wonders*-planned Day 5 Work Work instruction.
- Assess this week's foundational skills (see [foundational skills guidance for more](#)).
- Meet with students who need additional support (see section below on Working with Small Groups).
- (Grade 1, Units 1-3) Read the Interactive Read Aloud.

Optional activities:
Can be completed whole group, small group, in partnerships, or individually.
- **Complete additional foundational skills activities based on data and observation.**
- Read the Interactive Read Aloud, if it builds knowledge* (Core Activity for Grade 1 in Units 1-3).
- Read the Paired Read, if it builds knowledge.
- Extend writing instruction to newly introduced texts.
- Reread the Shared Read, Literature Anthology, Literature Big Book or Interactive Read Aloud.
- Complete the Integrate Activity in the Close Reading Companion.
- Use quality "Make Connections" questions as discussion or drawing prompts.
- Make all Leveled Readers available to all students (especially if this week's Leveled Readers connect deeply with the weekly Essential Question)
- Complete Research & Inquiry project, if it builds knowledge (more information below).
- (Kindergarten, Units 1-3) Additional Reading Writing Workshop Text.
- (Grade 2) Fluency/public speaking performances using read and reread text.

Optional weekly wrap up activities:
Can be completed whole group, small group, in partnerships, or individually.
- Text Connections: Essential Question discussion.
- Write about the Essential Question using text evidence (if not already completed).
- Publish and share independent writing (Revise/Proofread/Edit).
- Research & Inquiry share (if project completed on Days 4/5).

Working with Small Groups

Use this gift of time to ensure that you are providing extra support to students who have shown—based on classroom observation or student work—that they need an extra push. For all students K-6, you should *always* preference meeting with students who need additional help with foundational skills (see below for more).

Working with small groups to support foundational skills on Day 5:
- Continued work with Decodable Readers (in addition to time during Word Work).
- Additional decodable passages from ConnectEd aligned to target skill.
- Reviewing skills with Approaching Level Phonemic Awareness lesson in the Teacher's Edition.
- Reviewing skills with Approaching Level Phonics lesson in the Teacher's Edition.
- Tier 2 Intervention: Grade K-2 Phonics resources on ConnectEd.
- Tier 2 Intervention: Grade K-2 Phonemic Awareness resources on ConnectEd.

Integrate Ideas

👍 Rule of Thumb	Rationale
Optional Weekly Research and Inquiry	
You may sometimes choose to complete the weekly Research & Inquiry project to close out the week. It is recommended that you choose no more than one research project per unit in Weeks 1-5. - Only select projects that are most connected to: - The theme or the topic of the unit - The texts students have read - Conducting research of information beyond what has already been learned	Some projects do not require true research or are only loosely connected to the unit theme or topic. While important for students to regularly engage in research, weekly engagement takes too much instructional time.
Text Connections	
Use Text Connections as one way to wrap up the week with focused discussion around the weekly Essential Question and learning from texts (see above for additional options).	Students should have opportunities to synthesize their learning from the week and engage in collaborative conversation using text-evidence with peers. See *Wonders'* notes on Speaking and Listening in this section for grade-specific guidance to build these skills and habits of discussion.

Independent Work Activities (K-2)

There are *many* options for independent work activity materials within *Wonders*, so you won't likely need to create additional materials from scratch. Several options are called out below; however always consider the following values when selecting independent work activities:

1. In K-2, independent work should *very often* highlight current or spiraled foundational skills content, as outlined by the *Wonders*' Scope & Sequence. Consider this a priority until you are certain that all students have mastered a given sound-spelling pattern.

2. Direct student choices toward options that will have maximum payoffs for strengthening students' literacy outcomes.

3. Independent work can be completed in partnerships or small groups. Whenever possible, student talk and collaboration are encouraged!

4. Independent work should need no or minimal or direct teacher support, allowing your teacher-led small groups to happen seamlessly. Repeating activities but replacing content is highly suggested.

5. Less is more. The Keep It Simple doctrine should be uppermost in your mind when planning. It's okay to only have 2-3 options for your students. Allow #1 above to guide your decision-making and design for success!

Recommended Independent Work Tasks

- Additional readings and retell with Decodable Readers (see [Decodables Protocol](#)).
- Buddy rereading and retell with Shared Read. (Consider lightweight accountability named in the Decodables Protocol.)
- Unused workbook pages or tasks practicing current foundational skills content
- Computer/tablet content from *Wonders* online *(if available)*
  - Adaptive Learning Games (match your current/previously taught foundational reading skills).
  - Listen to the Interactive Read Aloud.
  - Listen to the Literature Anthology text while following along.
- Workstation Activity Cards
  - Use cards that draw on the knowledge that students are building throughout the week; offer opportunities to talk, write and draw about texts; and use weekly and previously taught foundational skills. Avoid activities that are purely Skill or Strategy-based, unless using these activities for lightweight accountability of student-led tasks (e.g., write main idea and key details of an independently read text). Lean most heavily on "Phonics/Word Study" practice cards.
- Writing, drawing, or talking about Visual Vocabulary Cards
  - Consider working with word categories by brainstorming additional connected words and using words or drawings to show student thinking.
- Independent Reading
  - Consider adding lightweight accountability in the form of response journals, discussion prompts, or book talks (see Recommended Writing Tasks below).

Additional focus points for tasks during **early Kindergarten** include:
- Name writing
- Letter recognition
- Handwriting (proper letter formation)
- Uppercase/lowercase match of taught letters
- Retelling read alouds based on pictures
- Creating storylines for wordless books based on pictures

Additional focus points for tasks during **mid- to late-Kindergarten** include:
- Letter/sound recognition
- Handwriting/letter formation
- Practice tasks and activities reviewing high-frequency words taught as wholes
- Retelling read aloud based on pictures

Additional focus points for tasks during **first and second grade** include:
- Practice tasks and activities reviewing high-frequency words taught as wholes
- Retelling read aloud texts based on pictures and words
- Decodable games from Decodable Readers (see Decodables Protocol)
- Writing center connected to current Read Aloud, Writing instruction, or Research
- Sentence-making tasks with high-frequency words and phonics patterns
- Late first grade/second grade: Fluency work (buddy reading or previously read Reader's Theater text) for those students with decoding accuracy and automaticity

Recommended Writing Tasks for First Grade

Below are several options for writing tasks that can provide support while still allowing students to work independently. Choosing writing tasks that are repeated and familiar will allow them to become a friendly routine, ideal for tasks that happen during small group instruction and are largely completed independently.

- Generic text-dependent questions, such as (but not limited to):
  Narrative:
    - What was your favorite part of this story?
    - Who was your favorite character and why?
    - What was the problem and how was it solved?
    - Where did this story take place?
  Informational Texts:
    - What is something new you learned in this text?
    - What was this text mostly about?
    - What did you find most interesting and why?

- Text-Specific Tasks (These will vary based on the anchor text)
    - Write a letter to the main character about an event from the narrative.
    - Using the provided picture from the text, write a caption for it.
    - Write a letter to a friend explaining what you learned from the informational text.

Assessment

If there is a universal (and justified) concern among elementary school teachers, it is that their students are assessed too much. *Wonders* offers tons of assessments and serves them up weekly on Fridays. Doing even half of them would consume that one day a week. During week 6 of every unit in Grades 1-6, there is an entire week devoted primarily to assessing students on every aspect of ELA imaginable. You will see suggestions below in the Week 6 Rule of Thumb, for high-value ways to use all that time to accelerate your students' literacy growth.

One overarching rule is to be picky, and pare everything down so it's manageable for your students and for you. If your school or district is test-crazed, then you may not have freedom to do this. But try to be an advocate for your students and for common sense when you can.

For example, *Wonders* includes released items from both Smarter Balanced and PARCC. Those will generally be better designed than passages and items developed just for *Wonders*. But you don't need to do more than one or two passages. You may also find that some of the passages in the weekly assessments are better aligned to the work you've been doing than the unit ones. Feel free to swap them out to give your students a valuable experience and to give you useful and actionable data.

Where does assessment yield valuable data about your students and where does it not?

There are clear answers. In the primary grades, diagnosing through frequent assessment is essential while children are learning the sound-symbol relationships that allow them to unlock reading. Teachers need to know exactly which students know each phonics pattern and which students don't. They need to know this after every new pattern is introduced so students can be worked with immediately to overcome confusion and get the practice they need to progress swiftly toward knowing how to read. The Foundational Skills Maps for K-2 offer focused guidance on what to assess, how to assess it, and what to do with the results. It also offers protocols for regular weekly assessments of student progress. *Wonders* does a good job with assessing foundational reading skills after every unit. It offers the additional practice children need based on the results of weekly diagnostic assessments for teachers who use the Data Dashboard on ConnectEd.

It is also useful to hold students accountable for spelling accurately, since it helps solidify those same patterns of the English language as they get more complex all through the elementary grades.

Other than these two areas, the only other reason to formally assess students is to get a periodic snapshot of their reading comprehension and their ability to express themselves in writing, and how well they are stacking up against their peers in their grade regionally or nationally. Neither reading comprehension or writing ability progress quickly, so these sorts of assessments can be infrequent. Most settings already have protocols in place for more than enough of these kinds of assessments.

This does not mean that you aren't responsible to know how your students are doing with all things literacy and addressing any gaps. You are! But that information comes from careful, regular observations of your students during class and diagnosing student work in various forms on an ongoing basis. Further, any gaps need to be filled by offering more class time in the authentic tasks of reading, writing, listening and speaking to high-quality texts, not engaging in cycles of testing or test prepping.

Assessment	Recommendation
Weekly *Wonders* Assessments	K: No *Wonders* weekly assessments. Add weekly dication. 1: Use only foundational skills portions of weekly assessment. Modify weekly dictation assessment. 2: Do not use except as a source of substitution in Unit Assessments (for passages that exhibit superior quality or alignment). [Modify weekly dictation](#) assessment. 3-6: Do not use except as a source of substitution in Unit Assessments (for passages that exhibit superior quality or alignment).
Unit *Wonders* Assessments	Use with significant modifications or as your school requires.
(Grades 2-6) Process Writing Performance Task	Use in Units 3, 4, 5.
(Grades 3-6) Spelling Tests	Consider using.

Note: For more information on foundational skills instruction/assessment see here.

👍 Rule of Thumb	Rationale
Unit Assessments	
- Use only the highest quality *Wonders* passages as unit assessments. These can be taken from unused weekly assessments. In grades 3-6, lean on retired Smarter Balanced Assessment Consortium passages most heavily. - Strongly consider eliminating some passages to shorten the assessment, especially in the lower grades. - Eliminate the grammar passage. Instead pay close attention to student writing samples. - Ensure that the writing prompt for assessment matches your instruction. - Consider reading aloud one passage with below grade level students to assess comprehension.	While there are many resources available to you for assessment, not all of these are high quality. Nor are you likely to see significant growth in your students in areas of reading other than the foundational skills in increments this short. Be clear if you are asking students to spend too much time taking assessments instead of in learning situations that you've entered into the arena of test prep and have left assessing to inform instruction behind. Test prep does not pay off in better student results. Time spent reading and learning to read do pay off for students and will show up in annual high stakes assessments! *Wonders* assessments are one measure of student progress and if taking time away from instruction, should be the best they have to offer.

Grades 1 - 2 Weekly Assessments	
Grade 1: Only use the foundational skills portion of weekly assessments (phonemic awareness and phonics). Grade 2: Do not use weekly assessments. Ensure that you are using the weekly assessment protocol outlined in the [foundational skills guidance](#) section.	See the foundational skills guidance for a full explanation of why weekly assessment of phonics mastery is vital. An especially strong feature of *Wonders* is that ConnectEd points teachers toward additional practice opportunities after you record your students' assessment results on foundational reading each week. The types of practice offered match errors from each student's assessment.

Grades 3 - 6 Weekly Assessments	
Do not use *Wonders*' weekly assessments. Use the Unit Assessments in each unit (or substitute with your school's selected formative/summative assessments) as one measure of student progress. Do not use the Writing Performance Task component unless you recently completed a Process Writing cycle (Grades 2-6, Units 2-4). **Exception: Spelling Tests** Consider using the weekly spelling test, especially at the lower end of this grade band, to monitor student mastery in this area.	Comprehensive weekly assessment takes far too much instructional time. Secondly, students rarely make observable progress on most aspects of reading proficiency over the course of a week (or even unit)! Instead, constant diagnostic, informal assessment of students' comprehension skills and appropriate strategy use, their mastery of specific vocabulary and grammar should occur from frequent teacher observation during lessons and reviewing student work. These assessments provide good reinforcement of phonetic patterns previously taught and gives students a reason to focus on mastering the encoding of English word patterns.

Smart Start (K-6)

Smart Start is an annual orientation to how *Wonders* is structured and to all its routines. While setting routines is important, and necessary for children in the youngest grades (K-1), *Wonders* spends multiple weeks at every grade level. Unless *Wonders* has just been adopted and is baffling to everyone, that is too much time to spend spinning children's wheels on practicing routines instead of focused on content and actually learning through doing those same routines with substantial content. We recommend cutting back on the Smart Starts as children go up through the grades.

Grade	Smart Start Recommendation
K - 1	Use Smart Start as planned
2 - 3	Use Week 1 of Smart Start Move to Unit 1, Week 1—taking 2 weeks if needed
4 - 6	Start with Unit 1, Week 1—taking 2 weeks if needed

![thumb icon] Rule of Thumb	Rationale
Kindergarten - Grade 1	
Use all 3 weeks of the Smart Start lessons to introduce essential Phonemic Awareness and Phonics in kindergarten and for review in first grade.	Phonemic Awareness and phonics sequences would be missed otherwise. There is lots of embedded assessment that yields important information about your young students' skills and gaps. Younger students need repeated exposure to routines.
Grades 2-3	
Move into regular instruction more quickly by doing only Week 1 of Smart Start in Grades 2-3. Then take two weeks to work through Unit 1, Week 1 content.	*Wonders* has two weeks of Smart Start in second grade and up. This is simply too much time spent on review material and lower quality texts. Create additional time to teach routines and get to know your class by extending the Unit 1, Week 1 instruction to two weeks.
Grades 4-6	
Skip Smart Start altogether. Take up to 2 weeks to acclimate your students to the routines through Unit 1, Week 1. Use the extra week this leaves for high-value activities that strengthen student literacy.	*Wonders* has two weeks of Smart Start every year to introduce routines. This is too much time spent on review material and lower quality texts. Skip Smart Start in these grades and create additional time to teach routines and get to know your class by extending the Unit 1, Week 1 instruction to two weeks. This puts you a week ahead of your scope and sequence, which could be used similarly to a week six for extending worthwhile learning about a topic, compelling research, or going deeper into a complex text.

Week 6 Guidance (Grades 1-6)

At the end of every unit there is a full week *Wonders* gives to assessment and a few other suggested activities. That is a significant amount of valuable time. We have combed through all the components of *Wonders* and made recommendations for using Week 6 to focus on activities that will accelerate your students' literacy development and provide you a bit of breathing room after the packed five weeks of instruction that precede Week 6. Applying your professional judgment here will ensure Week 6 class time is spent doing work worth doing.

Component	Recommendation
Foundational Skills Review (K-2)	Always use.
Research projects	Use when appropriate.

Independent Reading	Always use.
Reader's Theater	Sometimes use. (Exception: Grade 2 - generally use).
Reading Digitally	Use if it builds knowledge on the unit topic.
Assessment	Use sparingly - see modifications in above section.
Process Writing (Grades 3-6, Units 2-4)	Always use. (It pairs with research in these units.)

👍 Rule of Thumb	Rationale
Unit Research and Inquiry	
You may have students conduct one research project during Week 6. Give students a choice between the most substantial research projects from the Week 6 list (or unused weekly Research & Inquiry projects). Only select projects that accomplish at least two of these things: • Are connected to the theme or the topic of the unit. • Are connected to the texts students have read. • Will extend student learning beyond what has already been learned. • Offer a worthwhile, developmentally appropriate research tool.	Using strict decision-making like the guidance offered in the list at the left means that you won't be wasting student time on research projects that don't have much value. This is one of the uneven areas of *Wonders* in terms of quality, being picky here will ensure class time is spent doing research that is interesting and useful.
Reading Digitally	
Use the Reading Digitally resources and planned activities if they build knowledge around this unit's topic. Additionally, consider using these texts to drive the weekly research, as outlined in the Teacher's Edition. If the Reading Digitally resources do not build knowledge, or are not available to you, pull a selection of Leveled Readers for reading.	This gives your students extra exposure to other texts that will accelerate their reading progress. The guidance to stick with a topic will allow students to recognize their own learning and will generate greater confidence in their ability to learn from what they read for themselves.
Reader's Theater (Grades 1-6)	
Use the Reader's Theater with dysfluent students in any grade. However, it is strongly recommended	Reader's Theater is an engaging way to tackle fluency at any grade! Most second grade students

that all students in second grade use the Reader's Theater materials. This activity can also be introduced whole class and moved to independent work for the rest of the week, or in later units.	have mastered decoding well enough to shift their energy to reading rate, expression and prosody (the ingredients of fluency). Asking students to focus on fluency too soon - before decoding is solidified - pulls kids out of learning to read the words on the page and should be avoided for all students still mastering phonics. For older students, gaining fluency is critical to grade level comprehension. Practicing fluency through a performance task like Readers' Theater is more fun and less demoralizing than other forms of fluency intervention. Already fluent students can benefit from getting lots of chances to do public speaking.
Independent Reading	
Use your own classroom library, access to digital resources, or additional resources your school purchased with *Wonders* to give your students access to additional books. If possible, provide students with resources that let them stick with a topic they're already interested in, or encourage topic focused reading on another high interest topic.	Hopefully, you've been able to preserve time for independent reading in weeks 1-5. GIven how busy *Wonders* keeps you and your students, this has probably not been enough to provide students the volume of reading they need to grow their vocabulary, increase their knowledge base and practice reading independently. The more you can get students reading on their own, the better. Letting students stay with a topic that interests them is a great motivator and also accelerates vocabulary and knowledge gains (see Volume of Reading).

Appendix

Grade 2 – Scope and Sequence

Week/Essential Question	Read Aloud	Reading/Writing Workshop	Literature Anthology/ Paired Selection	Leveled Readers
Unit 1				
Week 1: How do friends depend on each other?	The New Kid	Little Flap Learns to Fly	Help! A Story of Friendship Crayons	A: Cat and Dog O: The Quest E: The Quest B: Class Pets Paired Selection: A: Uncle Max and I O: Together E: It Takes a Friend B: What Friends Do
Week 2: How are families around the world the same and different?	Dinner at Alejandro's	Maria Celebrates Brazil	Big Red Lollipop A Look at Families	A: Music in My Family O: Happy New Year! E: Happy New Year! B: I'm Down Under Paired Selection: A: Making Music O: New Year's Eve E: New Year's Eve B: Families Around the World
Week 3: How can a pet be an important friend?	My Partner and Friend	Finding Cal	Not Norman My Puppy	A: Too Many Pets? O: A New Home For Henry E: A New Home For Henry B: Hello, Koko! Paired Selection: A: My Dog Loves Me O: My Best Friend Forever! E: Hoppy B: Who is My Best Friend?
Week 4: How do we care for animals?	All Kinds of Vets	Taking Care of Pepper	Lola and Tiva: An Unlikely Friendship Animal Needs	A: People Helping Whales O: People Helping Whales E: People Helping Whales B: People Helping Whales Paired Selection: A: Working With Animals O: Working With Animals E: Working With Animals B: Working With Animals

Week/Essential Question	Read Aloud	Reading/Writing Workshop	Literature Anthology/ Paired Selection	Leveled Readers
Week 5: What happens when families work together?	Families Today	Families Work!	Families Working Together Why We Work	A: Families at Work O: Families at Work E: Families at Work B: Families at Work Paired Selection: A: A Family Sawmill O: A Family Sawmill E: A Family Sawmill B: A Family Sawmill
Week 6: Review and Assessment				
Unit 2				
Week 1: How do animals survive?	Swamp Life	A Visit to the Desert	Sled Dogs Run Cold Dog, Hot Fox	A: Hippos at the Zoo O: Where Are They Going? E: Where Are They Going? B: An Arctic Life For Us Paired Selection: A: Hippos O: A Whale's Journey E: A Whale's Journey B: What is a Ptarmigan?
Week 2: What can animals in stories teach us?	The Fox and the Crane	The Boy Who Cried Wolf	Wolf! Wolf! Cinderella and Friends	A: The Cat and the Mice O: The Dog and the Bone E: The Dog and the Bone B: The Spider and the Honey Tree Paired Selection: A: Beware of Tiger! O: The Dingo and His Shadow E: The Dingo and His Shadow B: The Girl and the Spider
Week 3: What are features of different animal habitats?	Explore a Coral Reef	A Prairie Guard Dog	Turtle, Turtle, Watch Out! At Home in the River	A: A Tree Full of Life O: A Tree Full of Life E: A Tree Full of Life B: A Tree Full of Life Paired Selection: A: Life in a Termite Mound O: Life in a Termite Mound E: Life in a Termite Mound B: Life in a Termite Mound
Week 4: How are offspring like their parents?	Wild Animal Families	Eagles and Eaglets	Baby Bears From Caterpillar to Butterfly	A: Animal Families O: Animal Families E: Animal Families B: Animal Families

Week/Essential Question	Read Aloud	Reading/Writing Workshop	Literature Anthology/ Paired Selection	Leveled Readers
				Paired Selection: A: Tadpoles into Frogs O: Tadpoles into Frogs E: Tadpoles into Frogs B: Tadpoles into Frogs
Week 5: What do we love about animals?	The Furry Alarm Clock	Cats and Kittens Desert Camels A Bat is Not a Bird	Beetles The Little Turtle Gray Goose	A: Amira's Petting Zoo O: Alice's New Pet E: Alice's New Pet B: Ava's Animal Paired Selection: A: Sheep Season O: Baby Joey E: Four Little Ducklings B: Nanook
Week 6: Review and Assessment				
Unit 3				
Week 1: How do the Earth's forces affect us?	Apples and Gravity	Magnets Work!	I Fall Down Move It!	A: Forces at Work O: Forces at Work E: Forces at Work B: Forces at Work Paired Selection: A: Machines to Push and Pull O: Machines to Push and Pull E: Machines to Push and Pull B: Machines to Push and Pull
Week 2: What can we see in the sky?	The Hidden Sun	Starry Night	Mr. Putter & Tabby See the Stars Day to Night	A: A Special Sunset O: A Different Set of Stars E: A Different Set of Stars B: Shadows in the Sky Paired Selection: A: Shadows and Sun Dials O: Stars E: Stars B: Eclipses
Week 3: How can people help out their community?	Color Your Community	Lighting Lives	Biblioburro: A True Story from Colombia The Enormous Turnip	A: City Communities O: City Communities E: City Communities B: City Communities Paired Selection: A: Magic Anansi O: Magic Anansi

Week/Essential Question	Read Aloud	Reading/Writing Workshop	Literature Anthology/ Paired Selection	Leveled Readers
				E: Magic Anansi B: Magic Anansi
Week 4: How does weather affect us?	Clouds All Around	Tornado!	Wild Weather Can you Predict the Weather?	A: Weather All Around O: Weather All Around E: Weather All Around B: Weather All Around Paired Selection: A: Colors in the Sky O: Colors in the Sky E: Colors in the Sky B: Colors in the Sky
Week 5: How do you express yourself?	Why People Drum	They've Got the Beat	Many Ways to Enjoy Music A Musical Museum	A: The Sounds of Trash O: The Sounds of Trash E: The Sounds of Trash B: The Sounds of Trash Paired Selection: A: Talking Underwater O: Talking Underwater E: Talking Underwater B: Talking Underwater
Week 6: Review and Assessment				
Unit 4				
Week 1: What makes different parts of the world different?	Where Do You Live?	Alaska: A Special Place	Rain Forests African Savannas	A: Rocky Mountain National Park O: Rocky Mountain National Park E: Rocky Mountain National Park B: Rocky Mountain National Park Paired Selection: A: Yellowstone O: Yellowstone E: Yellowstone B: Yellowstone
Week 2: How does the Earth change?	Earth Changes	Into the Sea	Volcanoes To the Rescue	A: Earthquakes O: Earthquakes E: Earthquakes B: Earthquakes Paired Selection: A: Glaciers O: Glaciers E: Glaciers B: Glaciers

Week/Essential Question	Read Aloud	Reading/Writing Workshop	Literature Anthology/ Paired Selection	Leveled Readers
Week 3: How are kids around the world different?	My New School	Happy New Year!	Dear Primo: A Letter to My Cousin Games Around the World	A: Sharing Cultures O: A New Life in India E: A New Life in India B: Akita and Carlo Paired Selection: A: Music Around the World O: Dress Around the World E: Dress Around the World B: Food Around the World
Week 4: How can we understand nature?	How Thunder and Lightning Came to Be	Why the Sun and the Moon Live in the Sky	How the Beetle Got Her Colors How the Finch Got its Color	A: Why Turtles Live in Water O: How Butterflies Came to Be E: How Butterflies Came to Be B: Why Spider Has 8 Thin Legs Paired Selection: A: Why Corn Has Silk O: How the Rainbow Was Made E: How the Rainbow Was Made B: Why There Are Stars
Week 5: What excites us about nature?	Redwood National Forest The Amazing Meadow The Sahara Desert	Snow Shape Nature Walk In the Sky	April Rain Song Rain Poem Helicopters Windy Tree	A: A Hike in the Woods O: A Little World E: A Little World B: Star Party Paired Selection: A: The Woods O: See a Star E: By the Sea B: Moon
Week 6: Review and Assessment				
Unit 5				
Week 1: What do good citizens do?	A Boy Named Martin	A Difficult Decision	Grace for President Helping to Make Smiles	A: Fixing the Playground O: The Food Crew E: The Food Crew B: How Many Greats? Paired Selection: A: Hero O: A School Feeds Others E: A School Feeds Others B: Freedom Walk
Week 2: How do people get along?	My First Day	Soccer Friends	Once Upon a Baby Brother Bully-Free Zone	A: Rainy Day O: Thirteen is a Crowd E: Thirteen is a Crowd B: Partners

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Week/Essential Question	Read Aloud	Reading/Writing Workshop	Literature Anthology/ Paired Selection	Leveled Readers
				Paired Selection: A: Boys and Girls Club O: Big Brothers Big Sisters E: Big Brothers Big Sisters B: 4-H
Week 3: What do heroes do?	A Hero On and Off Skis	Cesar Chavez	Brave Bessie The Legend of Kate Shelley	A: Rudy Garcia-Tolson O: Rudy Garcia-Tolson E: Rudy Garcia-Tolson B: Rudy Garcia-Tolson Paired Selection: A: The Unsinkable Molly Brown O: The Unsinkable Molly Brown E: The Unsinkable Molly Brown B: The Unsinkable Molly Brown
Week 4: How can we protect the Earth?	Clean Water	The Art Project	The Woodcutter's Gift Earth's Resources	A: Let's Carpool O: Our Beautiful Tree E: Our Beautiful Tree B: Family Night Unplugged Paired Selection: A: The Clean Air Campaign O: Dirt! E: Dirt! B: Tips for Saving Power
Week 5: Why are rules important?	Town Rules	Visiting the Past	Setting the Rules American Symbols	A: Government Rules O: Government Rules E: Government Rules B: Government Rules Paired Selection: A: Pool Rules O: Pool Rules E: Pool Rules B: Pool Rules
Week 6: Review and Assessment				
Unit 6				
Week 1: What do myths help us understand?	The Bluebell	Why Fir Tree Keeps His Leaves	The Golden Flower: A Taino Myth from Puerto Rico A Pumpkin Plant	A: The Apples of Idun O: Hercules and the Golden Apples E: Hercules and the Golden Apples B: Demeter and Persephone Paired Selection: A: Tomatoes O: Apples

Week/Essential Question	Read Aloud	Reading/Writing Workshop	Literature Anthology/ Paired Selection	Leveled Readers
				E: Apples B: Pomegranate
Week 2: How do we use energy?	How Does Energy Make Your Hair Stand Up?	Pedal Powers	My Light The Power of Water	A: Wind Power O: Wind Power E: Wind Power B: Wind Power Paired Selection: A: A Solar House O: A Solar House E: A Solar House B: A Solar House
Week 3: Why is teamwork important?	Teamwork in Space	Dive Teams	Astronaut Handbook Teamwork to the Top	A: Digging for Sue O: Digging for Sue E: Digging for Sue B: Digging for Sue Paired Selection: A: Ancient Ship Discovered! O: Ancient Ship Discovered! E: Ancient Ship Discovered! B: Ancient Ship Discovered!
Week 4: How do we use money?	Keep the Change!	The Life of a Dollar Bill	Money Madness King Midas and the Golden Touch	A: How to Be a Smart Shopper O: How to Be a Smart Shopper E: How to Be a Smart Shopper B: How to Be a Smart Shopper Paired Selection: A: The Golden Fleece O: The Golden Fleece E: The Golden Fleece B: The Golden Fleece
Week 5: Where can your imagination take you?	Give Me a Brown Box Music Sends me	A Box of Crayons What Story is This? The Ticket	Books to the Ceiling I've Got This Covered Eating While Reading Clay Play Crayons	A: Matt's Journey O: A Fantastic Day! E: A Fantastic Day! B: A Day in Ancient Rome Paired Selection: A: Autumn Leaves The Orchestra O: A Butterfly Life Circus Day E: Pablo and I My Tiny Friend B: Lost and Found My Magic Car
Week 6: Review and Assessment				

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