



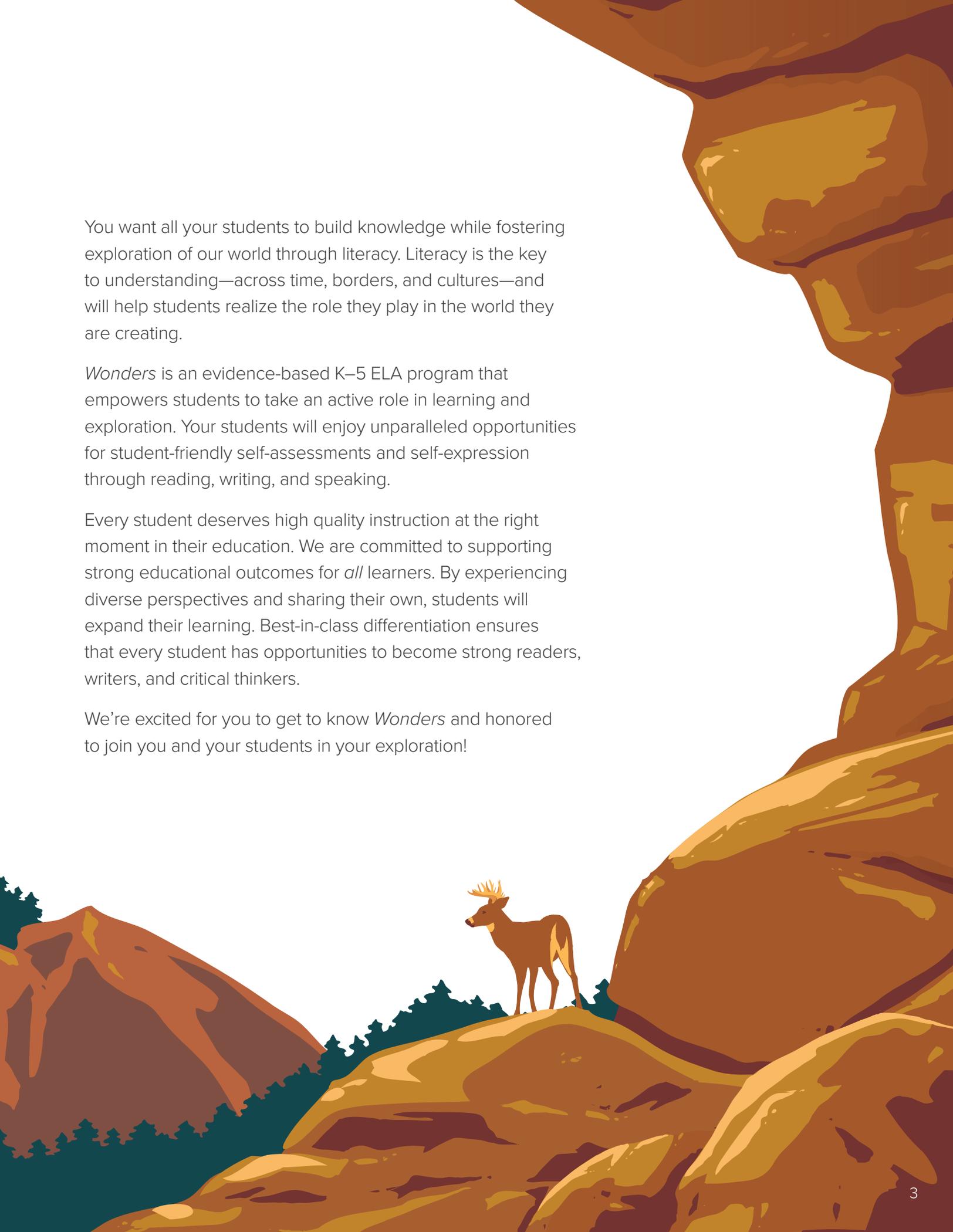
# Wonders



# Welcome to *Wonders*

Expand Their World Through Literacy





You want all your students to build knowledge while fostering exploration of our world through literacy. Literacy is the key to understanding—across time, borders, and cultures—and will help students realize the role they play in the world they are creating.

*Wonders* is an evidence-based K–5 ELA program that empowers students to take an active role in learning and exploration. Your students will enjoy unparalleled opportunities for student-friendly self-assessments and self-expression through reading, writing, and speaking.

Every student deserves high quality instruction at the right moment in their education. We are committed to supporting strong educational outcomes for *all* learners. By experiencing diverse perspectives and sharing their own, students will expand their learning. Best-in-class differentiation ensures that every student has opportunities to become strong readers, writers, and critical thinkers.

We're excited for you to get to know *Wonders* and honored to join you and your students in your exploration!

# Grounded in the Science of Reading

## Put Evidence-Based Practices to Work in Your Classroom

By drawing upon decades of literacy research, and the expertise of preeminent reading researchers, including Dr. Doug Fisher and Dr. Tim Shanahan, *Wonders* was built to deliver high-quality literacy instruction, supported by the science of reading. Scientific research has led to the identification of key pillars that need to be addressed in literacy programs:

- **Foundational Skills**

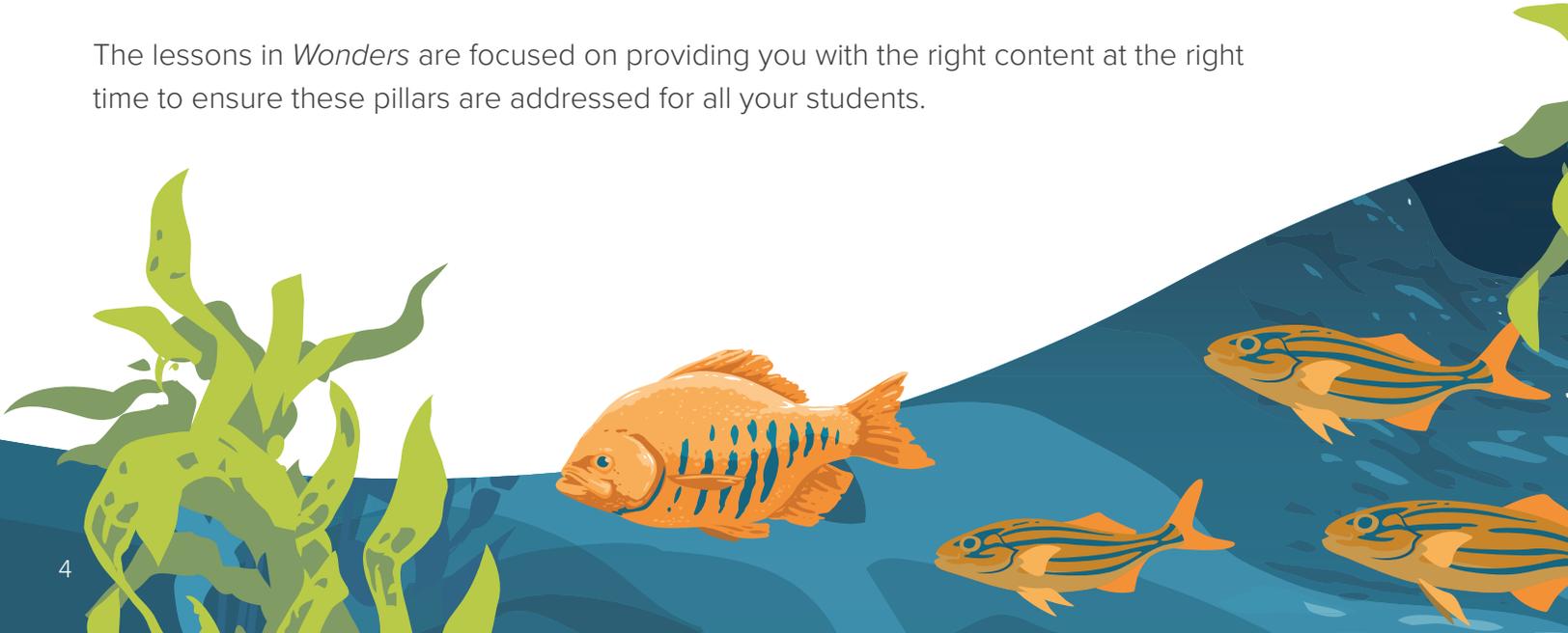
*Wonders* presents a sequence of research-aligned learning activities in its grade-level placements, sequences of instruction, and instructional guidance across Phonemic Awareness, Phonics/Decoding, and Text Reading Fluency.

- **Vocabulary, Language, and Comprehension**

*Wonders* provides explicit, research-based lessons in vocabulary and other language skills, guidance for high-quality discussions, and lessons aimed at building the executive functions that promote reading comprehension, including: Building Knowledge/Using Knowledge, Text Complexity, and Comprehension Strategies.



The lessons in *Wonders* are focused on providing you with the right content at the right time to ensure these pillars are addressed for all your students.



## Quality of Instruction

Dr. Tim Shanahan identified an additional pillar to support the science of reading: quality of instruction. Quality of instruction addresses topics that have implications for all learners:

- **English Language Learners** *Wonders* employs research-based ELL routines that support comprehension and language development across all four language domains.
- **Writing and Conventions of English** *Wonders* honors the reciprocal relationship between reading and writing. Students learn to write in response to what they've read and learned, write and cite text evidence, and follow the writing process.
- **Social and Emotional Learning** *Wonders* helps students forge their own learning paths by focusing on student agency and competencies, including self-confidence, problem solving, and pro-social behavior.



Scan here to learn more about how *Wonders* addresses the science of reading from Dr. Tim Shanahan, or visit [mheonline.com/WondersSoR](https://mheonline.com/WondersSoR)



# A Love of Literacy Begins With Phonics

Build a strong foundation for success with daily, explicit, systematic instruction.

Make phonics explicit and bring foundational skills to the forefront of instruction, assuring complete coverage for every student and a strong start on their journey through literacy.

- Foundational skills instruction is multimodal, engaging, and structured for assessment-informed differentiation.
- Point-of-use phonics skills and skills trace give you clarity and promote student agency, showing students what they've already learned, what they're learning now, and what they will learn next.
- Consistent foundational skills routines are rooted in research and best practices, including daily reviews, mini-lessons, and progress checks for monitoring and reteaching.
- Daily reviews build fluency. *Wonders* is a recursive, spiraling curriculum, so students have repeated opportunities to spiral back and review skills.
- Student-facing digital activities and technologies gather data, differentiate instruction for key phonics skills, and provide teachers with clear pictures of students' growth.
- Students build capabilities every day with integrated grammar, spelling, and handwriting instruction.





LEARNING GOALS

- We can name the same sound in a group of words.
- We can read and blend words with long *a*.

OBJECTIVES

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
 Know final *-e* and common vowel team conventions for representing long vowel sounds.  
 Print all upper- and lowercase letters.  
 Identify the vowel sound in sets of three words.

ELA ACADEMIC LANGUAGE

• uppercase, lowercase

TEACH IN SMALL GROUP

Word Work lessons can be taught in small groups.



Phonemic Awareness: Page 161  
 Phonics: Page 163  
 Handwriting: Page 168



Phonemic Awareness

Phoneme Identity

- Model** Say: *I will say three words. One sound will be the same in all three words. Listen: late, make, gave. I hear the same middle sound in late, make, and gave. Listen: /lāāt/, /māāk/, /gāāv/. The middle sound is /ā/. Say the sound with me: /āā/.*
- Guided Practice/Practice** Have children practice identifying the middle sound in words. Do the first set together. Say: *Listen as I say three words. Tell me the middle sound you hear in all three words. Let's do the first one together. Listen: /tāāk/, /vāās/, /nāām/.*  
 take, vase, name    gate, tape, bake    fan, bag, mad  
 wave, game, cape    bug, pup, sun    safe, cape, tale  
 pen, net, web    date, fake, vase    top, log, not  
 If children need additional practice identifying phonemes, see *Practice Book* page 161 or the online activity.



Phonics

Introduce Long *a*: *a\_e*

- Model** Display the *train Sound-Spelling Card*. Teach /ā/ spelled *a\_e* using the words *ate* and *made*. Model writing the word *at* and adding an *e* to make *ate*. Say: *This is the train Sound-Spelling Card. The sound is /ā/. Today we will learn one spelling for the /ā/ sound. Look at this word: at. This word has the short *a* sound /ă/. I'll add an *e* to the end. The new word is ate. The letters *a* and *e* work together to make the sound /ā/. Listen as I say the word: /ā/. I'll say /āā/ as I write the word ate several times. Continue to model using the word *made*.*
- Guided Practice/Practice** Have children practice connecting the letters *a\_e* to the sound /ā/ by writing words with the sound-spelling. Say: *Now do it with me. Say /āāp/ as I write the word ape. This time, write the word ape five times as you say /āāp/. Now write the word mad. Add an *e* to the end to make the word made.*



Sound-Spelling Card

Blend Words with Long *a*: *a\_e*



ENGLISH LANGUAGE LEARNERS

- Model** Display the *Word-Building Cards* *m*, *a*, *k*, *e*. Model how to blend the sound. Say: *This is the letter m. It stands for /m/. This is the letter a and e. Together they stand for /ā/. This is the letter k. Together they stand for /k/. Listen as I blend these sounds. Repeat the words and sounds for /k/. Listen as I blend these sounds. Repeat the words and sounds for /k/.* Continue by modeling the words *make* and *take*.
- Guided Practice/Practice** Display the *Word-Building Cards* *m*, *a*, *k*, *e*. Model how to blend the sound. Say: *This is the letter m. It stands for /m/. This is the letter a and e. Together they stand for /ā/. This is the letter k. Together they stand for /k/. Listen as I blend these sounds. Repeat the words and sounds for /k/.* Continue by modeling the words *make* and *take*.

DIGITAL TOOLS

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



- late    take    lake
- lane    gate    cake
- tap    tape    tape
- whale    skate    skate
- Nate and Kate like to w...
- Brave Dave gave the wh...
- Can a snake bake you a...

Lesson 1 Phonics Practice Activity

If children need additional practice, see *Practice Book* page 163 or the online activity.

Corrective Feedback

**Sound Error** Model the sound that children are having trouble with. Have them repeat the sound. Say: *My turn. Tap. Say: Sound? /ā/. What's the sound? Return to the word. Say: Let's start over. Blend the word again.*

Daily Handwriting

Throughout the week, teach uppercase and lowercase letters *Dd* using the online Handwriting models. Model writing the letters using the strokes as shown. Children can practice *Dd* using *Practice Book* page 168. For more support, use the models at the back of the *Reading/Writing Companion*.

FORMATIVE ASSESSMENT

**STUDENT CHECK-IN**  
 Phonics: Have partners read a long *a* word to each other. Have children reflect using the Check-In Routine.



# Reach Every Learner

Enrich, extend, and support learning to get students where they want to go.

The path to success doesn't look the same for every child. *Wonders* helps you accommodate learner variability with instructional on-ramps, scaffolded supports and materials, and data-driven differentiation to teach, reteach, or extend, while providing rich content that will broaden students' horizons.

## Equity of Access to Knowledge

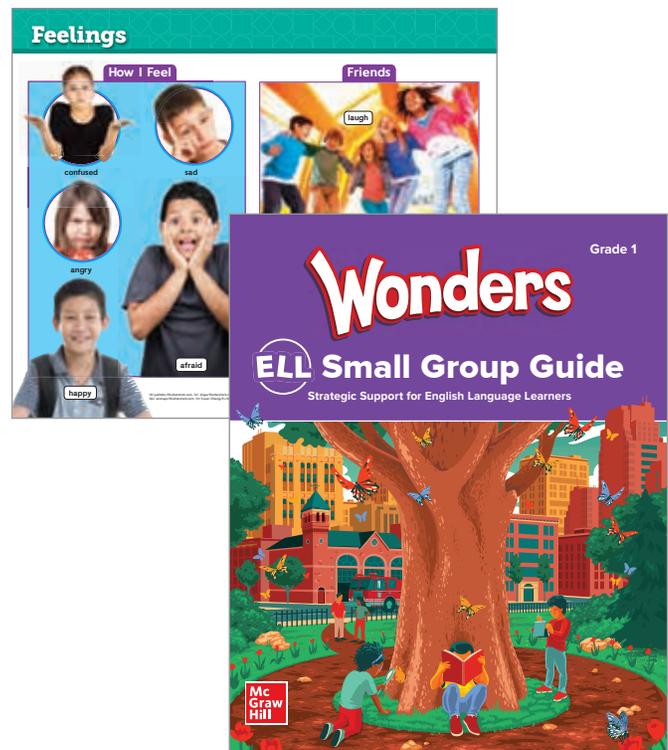
Leveled readers accelerate learning and build knowledge for all students, whether they are approaching, on, or beyond grade level, or English language learners.

- Nonfiction titles provide access to the same content, are scaffolded at different complexity bands, and are connected to each text set's themes.
- Support students as they "Level Up" to increasingly complex texts, building on their strengths to quickly improve reading proficiency.



## Equity of Access for English Language Learners

- Newcomer support resources build oral-language skills and give students opportunities to communicate with the world around them.
- Robust, embedded scaffolds provide point-of-use whole group support for beginning, intermediate, and advanced English language learners.
- The ELL Small Group Guide provides small group support for both push-out and pull-in classroom settings.



# Differentiated Learning Opportunities

- For students who seek more challenging activities or students who may benefit from Tier 2 support, differentiated learning opportunities and scaffolding are provided in small group lessons, leveled readers, genre passages, comprehension lessons, and center activities.
- Gifted and Talented feature boxes highlight ways to synthesize knowledge and extend learning.
- Tier 2 support includes daily quick-checks of understanding and suggestions of specific small-group mini-lessons for quick remediation.

**WEEKS 1-2**

**Pages 12-14** *How do people play a role in environmental damage? (They build on wetlands and dunes.) How are others working to restore the wetlands and dunes? (They plant grasses in wetlands or build sand dunes.)*

**Respond to Reading** Revisit the Essential Question and have students complete the Text Evidence questions on page 15 after they have finished reading.

**Analytical Writing** **Write About Reading** Have students work with a partner to write about the similarities and differences between landslides and hurricanes. Make sure students cite three or four supporting details from the text.

**Fluency: Accuracy**  
**Model** Reread page 6. Model reading page 6 with accuracy, being sure to pronounce every word clearly and correctly. Next, read the passage aloud and have students read along with you.  
**Apply** Have partners do repeated rereadings of the passage.

**Paired Read “Students Save Wetlands”**

**Analytical Writing** **Make Connections: Write About It**  
 Before reading, ask students to note that the genre of this story is expository text, which means it explains about a topic. Have students discuss the Essential Question. After reading, ask students to use the information from both texts to explain why it is important to keep the wetlands intact.



Leveled Reader

**Build Knowledge**  
**Talk About the Text** Have partners discuss how people respond to natural disasters.  
**Write About the Text** Have students add their ideas to the Build Knowledge pages of their reader’s notebooks.

**FOCUS ON SCIENCE**  
 Students can extend their knowledge of how to prepare for natural disasters by completing the activity on page 20.

**LITERATURE**  
 Ask students to wish to have a whole the information learned about why it’s help maintain the wetlands.

**GIFTED AND TALENTED**  
**Synthesize** In *Changing Landscapes*, study about natural disasters and erosion. Challenge students to research ways to reduce the impact of such natural disasters on communities and surrounding landscapes. Have each student write a short paragraph telling how he or she could reduce the damage of natural disasters.

BEYOND LEVEL T69

**DIFFERENTIATED INSTRUCTION • SMALL GROUP**

## Approaching Level

### Vocabulary

**TIER 2**

**REVIEW HIGH-FREQUENCY WORDS**

**OBJECTIVES**  
 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, and automaticity on successive readings.

**I Do** Use **High-Frequency Word Cards 21–40**. Display one word at a time, following the routine:  
 Display the word. Read the word. Then spell the word.

**We Do** Ask students to state the word and spell the word with you. Model using the word in a sentence and have students repeat after you.

**You Do** Display the word. Ask students to say the word and then spell it. When completed, quickly flip through the word card set as students choral-read the words. Provide opportunities for students to use the words in speaking and writing. For example, provide sentence starters such as *I do my homework before \_\_\_\_\_*. Ask students to write each word in their reader’s notebook.

**TIER 2**

**REVIEW ACADEMIC VOCABULARY**

**OBJECTIVES**  
 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**I Do** Display each **Visual Vocabulary Card** and state the word. Explain how the photograph illustrates the word. State the example sentence and repeat the word.

**We Do** Point to the word on the card and read the word with students. Ask them to repeat the word. Engage students in structured partner-talk about the image as prompted on the back of the vocabulary card.

**You Do** Display each visual in random order, hiding the word. Have students match the definitions and context sentences of the words to the visuals displayed.

**ELL** You may wish to review high-frequency words with ELL students using the lesson above.

T58 UNIT 1 TEXT SET 1



For additional support, check out *WonderWorks* and learn how it connects *Wonders* instruction with focused reading intervention strategies. Scan the QR code or visit [mheonline.com/wonderworks2022](https://mheonline.com/wonderworks2022)

# If They Read About It, They Write About It

Extend opportunities for students to put their ideas into writing.

Reading and writing go hand-in-hand, reinforcing key literacy skills. *Wonders* provides you with a comprehensive writing solution for all grades K–5. It provides daily writing opportunities, for both process and on-demand writing, an online Writer’s Notebook, an emphasis on primary writing at the sentence level, and a strong focus on extended writing to multiple sources—beginning with two sources in second grade and expanding up to four sources in fourth and fifth grade.

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

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



## Ready for Test Day and Beyond

The writing in *Wonders* prepares your students for success with performance tasks that are aligned with what students will experience on test day, whether they are taking the SBAC, AIR, or PARCC state assessments. Multiple extended writing opportunities in grades 2–5 provide your students with ample practice in writing to multiple sources and mastering the constructed response model they will encounter on high-stakes tests.

WRITING

My Goal I can write an expository essay.

### Analyze the Prompt

**Writing Prompt**  
 Write an expository essay to explain to your class how the special abilities and qualities of animals are being used to help people.

**Purpose, Audience, and Task** Reread the writing prompt. What is your purpose for writing? My purpose is to \_\_\_\_\_

Who will your audience be? My audience will be \_\_\_\_\_

What type of writing is the prompt asking for? \_\_\_\_\_

### A Dog's SUPER POWER

- 11 Dogs are great at smelling things. It's their super power! **Some dogs use their super power to help** They are trained to be detection dogs. Now conservation groups are training dogs to protect the planet.
- 12 Conservation detection dogs sniff out invasive species. For example, Santa Cruz Island in California had an invasive ant species. The ants were chasing away important native insects. A conservation group removed the invading ants. To make sure the ants were completely gone, they brought in Tobias. Tobias is a Labrador retriever trained to smell these ants. Tobias sniffed the whole island. Finally, every ant was gone.
- 13 Detection dogs can also find animal species that are endangered. In Oregon, detection dogs are helping western pond turtles. The turtles are hard to find. Dogs are trained to sniff out the nests. Then a conservation group will guard the eggs.
- 14 Dogs have used their keen noses to help whales, rhinos, and other animals. Their reward? A treat! A small price for protecting planet Earth.

The olfactory bulb is where smells are analyzed in the brain.

### EXPOSITORY ESSAY

FIND TEXT EVIDENCE

Paragraphs 11–12  
Read the highlighted central idea in paragraph 11.

Underline text evidence in paragraph 12 that supports the central idea.

Paragraphs 13–14  
another way dogs!

Diagram  
Compare parts of the dog and human brain that are colored in red. Explain what this tells us about a dog's sense of smell.

**Take Notes** Summarize the central idea. Give details that support that idea.

Unit 4 • Expository Writing 211

## Online Writer's Notebook

To prepare students for college and career in the 21st century, students are offered blended learning options for writing instruction and independent practice. They can use digital writing and markup tools to work through each step of the writing process, access point-of-use resources, and receive feedback from their teachers along the way.

WRITER'S NOTEBOOK
Personal Narrative (Unit 1 Genre Study 1)

Plan Draft Review Edit and Proofread Publish

Title: \_\_\_\_\_

Topic: \_\_\_\_\_

Draft: \_\_\_\_\_

One of my favorite things to do is ride my bike. I'm pretty good at it too. I can go around my neighborhood. I can even take it to the park. It's really fun to ride around. And I don't always go to the park. I learned that summer, and I had to work hard to become good at it.

Learning to ride wasn't easy. My dad took me to the park and pushed me along the track. At first, it was hard to keep my balance. He walked with me and held the handlebars. "You're getting better," he said. I wasn't sure I believed him.

The next day it was time for me to try it on my own. The bike wobbled and I tried to pedal. I fell again and again. I was really mad. I was wearing my helmet and pads. I wanted to quit.

As that weekend, I thought about my sister always riding there. She looks like she's having fun. I wanted to ride both there and have fun too. She would let me join them when I got older. So, I did not give up. Every day I practiced every day. I got her accessories, got my bike more visible and got all kinds of other things. I could ride my bike without falling.

"I'm doing it!" I cheered as I pedaled through the park. I was so proud of myself. Now I can ride my bike with my brother and sister. We have lots of fun together. I was not so bad as I thought I was!

My Planning Tools

My Inspiration

My Resources

My Feedback

My Portfolio

11

# Empower Students by Listening to Voice and Honoring Choice

Encourage growth and exploration through social and emotional learning and student agency.

Help students forge their own learning paths by focusing on student agency and social and emotional learning (SEL), offering choice in reading, writing, and activities, while also enabling students to track their progress toward learning goals.

## Social and Emotional Learning

Integrate SEL directly into instruction and resources.

- Collaboration with Sesame Workshop provides an integrated approach to SEL skills within the K–1 *Wonders* curriculum, with lessons and videos featuring familiar friends.
- Essential Questions promote key social emotional learning skills in grades 2–5 with a focus on self-confidence, problem-solving, and pro-social behavior.
- Classroom Culture features in the Teacher’s Edition highlight opportunities for fostering collaboration, community focus, and a love of reading.
- The six habits of learning were designed to encourage curiosity and critical thinking, teach students how to learn, and build confidence in themselves.

**SESAME STREET Social Emotional Learning** **WEEK 2**

**Today's focus:**  
Identifying and naming feelings.

**Revealing Emotions (1:17)** SONG

**family time**  
You'll find the "Revealing Emotions" video and supporting activity in this week's School to Home family newsletter.

## what a feeling!

**engage together**

**Let's Move: Copy Cat Feelings.**  
*Lead a movement game to identify, name, and express feelings.*

- Hello amazing learners! I feel ecstatic! That means that I feel very happy. How are you feeling today?
- Today we're going to explore our feelings.
- We'll start by playing a game called "Copy Cat Feelings."
- Let's stand in a circle.
- I'll name a feeling, an emotion, and show it with my face and body.
- Then, you'll repeat the feeling word and copy my facial expression and action.
- (Begin with basic feeling words: happy, sad, mad, excited, scared.)

**explore together**

**Let's Watch: "Revealing Emotions"**  
*Set a purpose for sharing today's song video.*

- We all feel many different emotions.
- Listen carefully for words that describe feelings and emotions.
- Notice the children's expressions.

[Play the video](#)

**Let's Share: Big and small feelings.**  
*Talk about how to act and look using more sophisticated feeling words.*

- What did you notice in the video?
- What are some feeling words we heard?
- Let's write them down.
- What might these feelings look like? How might we act?

**A-Z FEELING WORDS**  
angry, brave, calm, disappointed, excited, frustrated, generous, happy, etc.

**connect the learning**

**Let's Play: Feelings charades.**  
*Invite children to identify more sophisticated emotions.*

- Let's play another game.
- Think of the feeling words we explored today.
- You will act out a feeling without saying the word.
- Then the rest of us will name the feeling. Ready?
- Who would like to begin?
- Sharing feelings help us feel better, and we can help others when we know how they feel.
- Let's all give ourselves a hug!

**mindfulness moment**  
**Balloon Breathing**  
*Incorporate calming breaths into your daily routine. Inhale Deeply. Place your hands on your belly. Slowly breathe in through your nose. Feel your belly expand like a balloon. Exhale Fully. Now, open your mouth and breathe out slowly. Feel your "belly balloon" deflate.*

**FEELINGS & EMOTIONS**

T15A UNIT 1 SOCIAL EMOTIONAL LEARNING T15B

# Help Students Take Ownership of Their Learning

*Wonders* encourages student agency directly within daily instruction.

- Center Activity Cards give students a choice of various, multimodal activities designed to achieve the same learning goals and foster self-expression.
- Students set personal goals, and choose the skills and strategies they want to employ to reach them—thinking about what works best, which helps them choose what’s next.
- Daily check-ins encourage self-monitoring towards learning goals.
- StudySync*® Blasts ask students in grades 2–5 to respond to thought-provoking questions, enhancing their reading, writing, and research skills through a digital platform.
- The *Wonders* Guides, a team of age-appropriate, diverse, and student-friendly characters, provide students reassurance of their progress towards mastery within lessons.

**27 • Reading Workshop • Anchor Chart**  
**Realistic Fiction**  
 Realistic fiction is a made-up story with characters, setting, and events that could happen in real life.  
 It can use dialogue to tell how characters think and feel.

**Activity 1: Make a Chart**

- Make a chart. At the top write, *Who could be real?* and *What could really happen?*
- Write a character's name on the left. Write what the character does that could really happen on the right.
- Add another character.
- Take turns retelling those parts of the story.

**Activity 2: Read Dialogue**

- Read a story that has dialogue. Choose a character who speaks a part of your story.
- Talk about what you learned about the character through the dialogue.
- Tell how the dialogue lets you know this is a realistic fiction story.

**Challenge**

- Think about a character that can be added to a realistic fiction story you read. Write the new character's name.

Can you tell the features of realistic fiction? Write the number in your reader's notebook. **Check In** 1 2 3 4

Think about what you already know. Fill in the bars. This will be a good start.

**What I Know Now**

I can read and understand expository text.  
 1 2 3 4

I can use text evidence to respond to expository text.  
 1 2 3 4

I know how we learn about Earth and its neighbors.  
 1 2 3 4

**Key**

- 1 = I do not understand.
- 2 = I understand but need more practice.
- 3 = I understand.
- 4 = I understand and can teach someone.

**STOP** You will come back to the next page later.

10 Unit 3 - Text Set 1



# Build Knowledge Through Meaningful Authentic Literature

Reinforce and scaffold learning.

Incorporate quality authentic literature directly into your instruction with *Wonders*. Provide students with opportunities to engage with thought-provoking and informative texts that invite them to expand the world through literacy and become civic-minded members of their community. *Wonders*:

- Invites students to explore the world through diverse experiences and perspectives across cultures, across borders, and across time.
- Provides a 50/50 balance between literary and informational text to enhance content area learning.
- Includes both classic and contemporary works in various genres that reflect the full diversity of your classroom.
- Places a focus on social emotional learning and student empowerment with texts that model social justice and examples of how students can impact their communities.

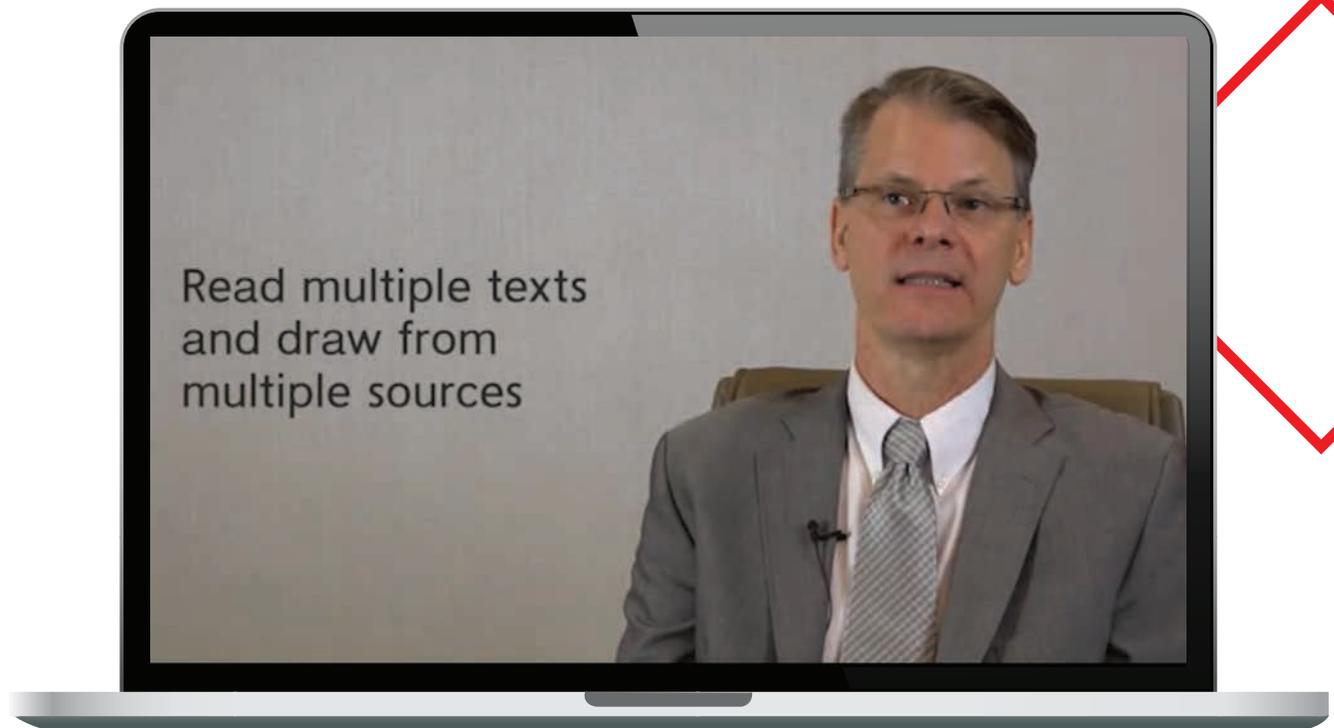
# Every Teacher Can Be Ready From Day One

With on-demand, point-of-use support, assistance is at your fingertips to get the most out of *Wonders*.

The *Wonders* Basics module provides extensive guidance to help you effectively and easily implement *Wonders*. This module includes an introduction to the curriculum, the instructional path, an overview of resources, and guidance for administering placement and diagnostic assessments.

Additional professional learning support is provided via:

- A small-group management support module with model classroom videos.
- Author videos for ELL and SEL topics.
- Model classroom videos on key instructional topics.
- Video-based ready-to-teach modules, designed to support district coaches and facilitators as they deliver on-site or remote *Wonders* support sessions.



# Develop Critical Readers, Writers, Communicators, and Thinkers

Wonders Instructional Model



# Instruction Aligned to the Science of Reading

## Reading

Explicit instruction support students in building knowledge.

- Foundational Reading Skills
- Phonics/Word Analysis
- Fluency
- Reading Literature
- Reading Informational Texts
- Comparing Texts
- Vocabulary
- Researching

## Writing

Skills-based mini-lessons support students in developing their writing.

- Writing
- Narrative Writing
- Argumentative Writing
- Expository Writing
- Handwriting
- Speaking and Listening
- Following Conventions
- Creating and Collaborating

## Differentiation

Differentiate resources, instruction, and level of scaffolds.

### Small Group Teacher-Led Instruction

- Choose from small group skills lesson options to target instruction to meet students' needs.
- Read texts with scaffolded support.

### Independent/Collaborative Work

- Students transfer knowledge of skills and standards to independent reading and practice.
- Students transfer skills to their writing.

## Extend, Connect, and Assess

At the end of the unit, students transfer and apply knowledge gained to new contexts.

### Demonstrate Understanding

- Extend knowledge through online reading and Reader's Theater.
- Connect ELA skills to content area reading with science and social studies texts.
- Assess learning with program assessments.

# Our Shared Commitment to Student Success

Joining you to empower great teaching and learning.

*Wonders* is currently used by thousands of satisfied teachers and millions of students across the United States. *Wonders* presents numerous compelling indicators of student academic advancement, including:



EdReports evaluation in which *Wonders* ©2020 was highly rated across the three gateways: Text Quality and Complexity, Building Knowledge, and Usability.



Case studies and testimonials from a range of customers in districts with differing needs. All of these districts acknowledge that *Wonders* contributed to student success.



An independent efficacy study, in which the students using *Wonders* showed significant gains from beginning-of-year to end-of-year exams. The study supports that there is a causal link to Tier III promising evidence, based on ESSA guidelines.

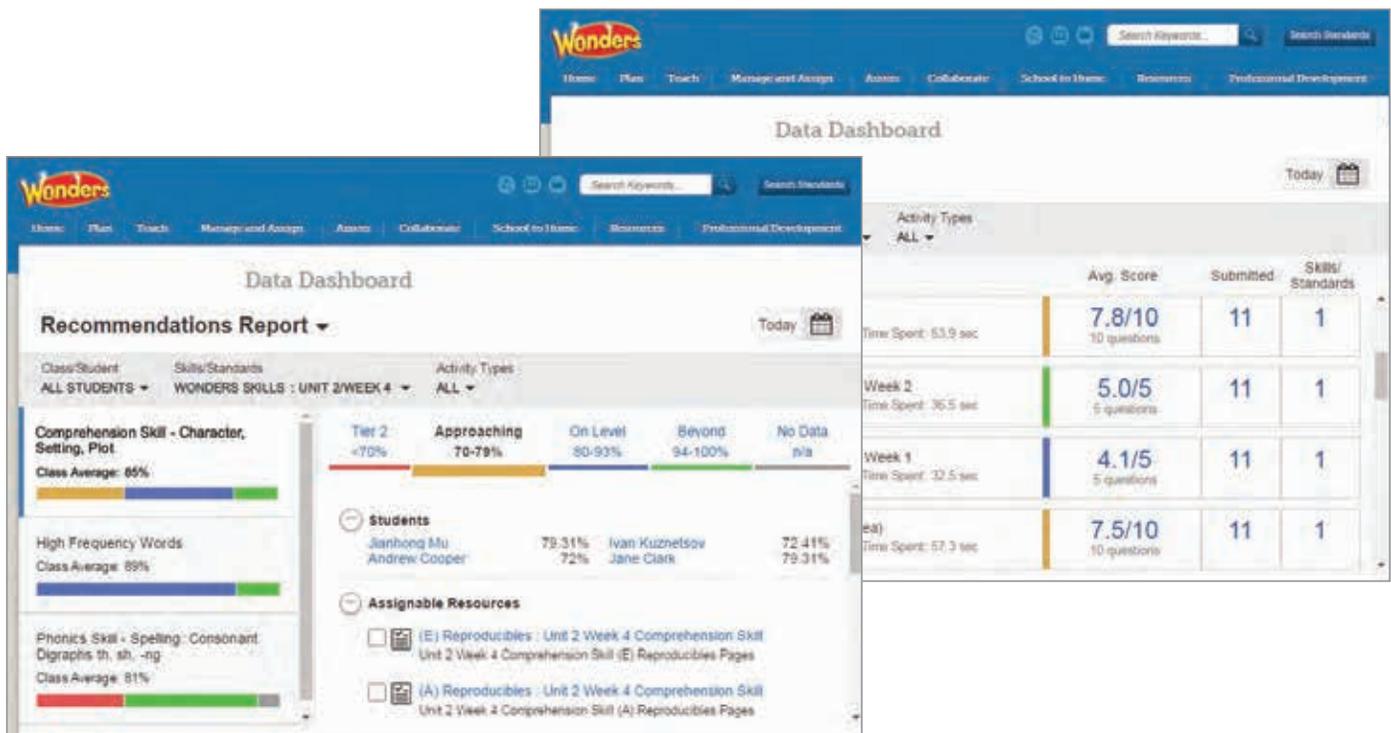


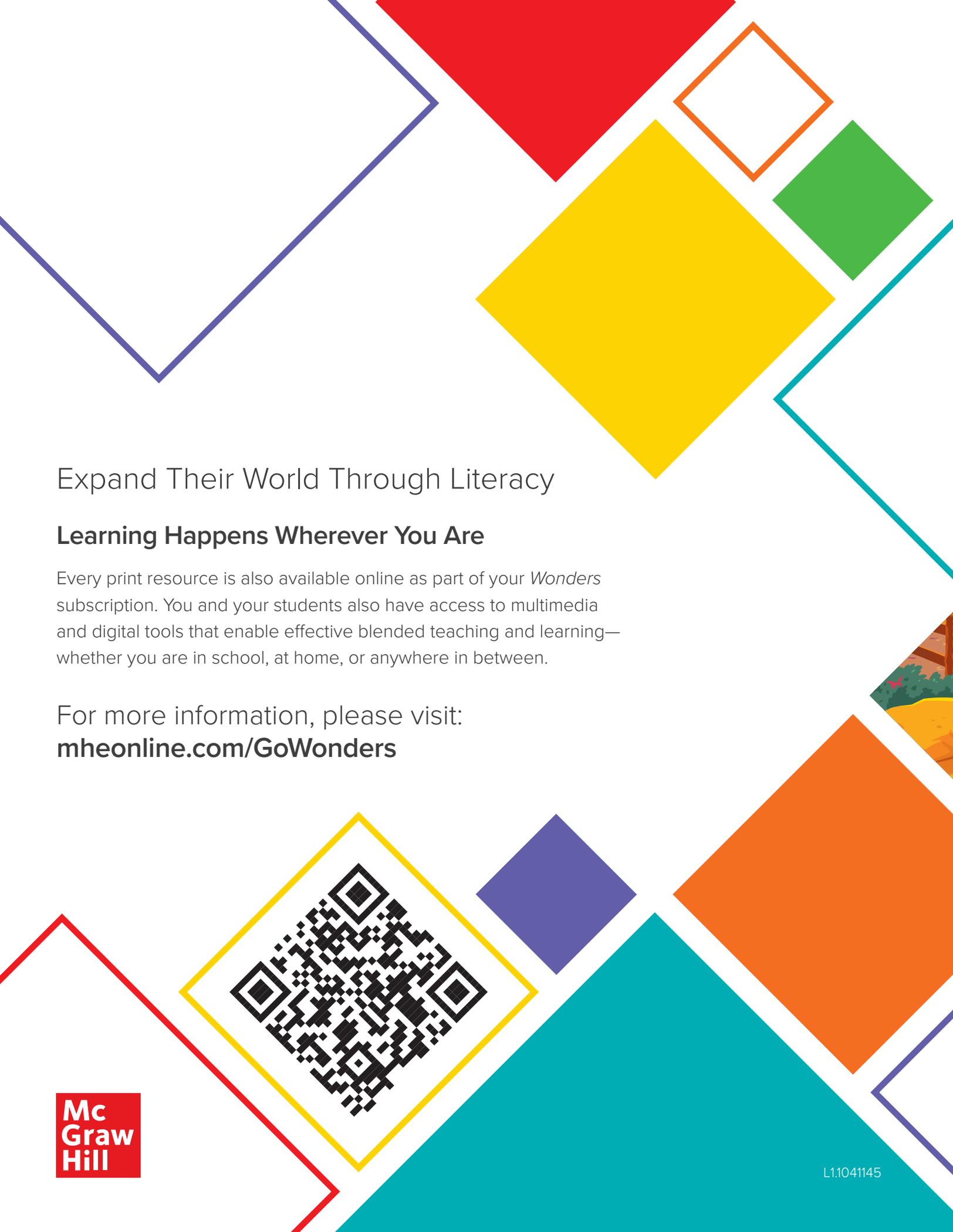
# Prepare for Success from the First Day to Test Day

## Actionable Data and Informed Decisions

The *Wonders* Data Dashboard enables you to use data to inform your instruction. It allows you to develop assessment-capable learners with the help of a robust reporting tool that aggregates performance data from student assessments and activities to:

- Enable leveled reteaching and targeted assignments.
- Group and regroup students automatically and recommend differentiated lessons.
- Report results at the individual, class, and district levels.
- Easily share learning goals with administrators, families, and students.





Expand Their World Through Literacy

## Learning Happens Wherever You Are

Every print resource is also available online as part of your *Wonders* subscription. You and your students also have access to multimedia and digital tools that enable effective blended teaching and learning—whether you are in school, at home, or anywhere in between.

For more information, please visit:  
[mheonline.com/GoWonders](http://mheonline.com/GoWonders)

