



**Wonders**

A large, stylized tree with a thick brown trunk and lush green foliage occupies the left side of the page. Several colorful butterflies in shades of orange, yellow, blue, and red are scattered throughout the scene, some near the tree and others in the open white space.

# The *Wonders* You Know With the Enhancements You Want

You've come to trust *Wonders* for its complete standards alignment, rich authentic literature, and its ability to reach all students and give them an opportunity to succeed. Thanks to trusted partners like you, *Wonders* has been able to advance and improve. **You've asked** for stronger phonics instruction, enhanced writing to sources, more time to engage with texts, and additional differentiated support for English Learners. **We've listened.**

In *Wonders* © 2023 you will see a multitude of enhancements that give you and your students the resources for success, built upon the program's proven instructional efficacy. Your students will be empowered to take a more active role in learning as they explore the text—across time, across borders, and across cultures. This *Wonders* looks brand new, but it will feel like home.



## What's New in *Wonders*

- A new instructional path and two-week text sets in grades 2–5 enable students to go deeper into the subject matter.
- A new student consumable increases focus on foundational skills and building knowledge.
- Explicit and systematic foundational skills instruction is accompanied by new and enhanced resources, including more robust practice books, new decodables, and the Instructional Routines Handbook, putting the focus on phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- A dedicated ELL Small Group Guide enables flexible delivery of small group instruction in or out of the classroom.
- Extended writing opportunities prepare students for the types of writing prompts they'll encounter on high-stakes assessments.
- Improved alignment between reading and writing ensures that if students read about it, they write about it.
- A focus on student agency and social-emotional learning builds self-confidence and encourages students to choose their own activities.
- Resources tailored to the proficiency levels of all English language learners provide enhanced support for language acquisition.

There is so much more to *Wonders*! Keep reading for more information about what's new.



# Focus on Daily and Extended Writing

Prepare your students for success on high-stakes assessments with all-new extended writing opportunities in grades 2–5. The format is designed to mirror what students will encounter on the SBAC, PARCC, and AIR assessments, where they will use reading prompts as the source for their writing, so they'll be confident on test day. Students will write to multiple sources—beginning with two sources in second grade, and expanding up to four sources in fourth and fifth grade. *Wonders* ©2023 also provides daily writing opportunities with instruction for both process and on-demand writing.

The image displays four sample writing prompts from the Wonders curriculum, each with a 'Find Text Evidence' section and an 'Expository Essay' section.

- Prompt 1: Parrot Pals (Grade 2)**
  - Find Text Evidence:** Read the highlighted central idea in paragraph 6. Read the highlighted detail in paragraph 7. How does this detail support the central idea?
  - Expository Essay:** Write an expository essay to explain to your class how the special abilities and qualities of animals are being used to help people.
- Prompt 2: A Dog's SUPER POWER (Grade 3)**
  - Find Text Evidence:** Read the highlighted central idea in paragraph 11. Underline text evidence in paragraph 12 that supports the central idea.
  - Expository Essay:** Compare parts of the dog and human brain that are colored in red. Explain what this tells us about the dog.
- Prompt 3: Woof! Rrrread to Me, Please? (Grade 1)**
  - Find Text Evidence:** Read paragraph 1. Who are Scooter and Molly?
  - Expository Essay:** Read the highlighted central idea in paragraph 2. Draw a box around a detail that supports it.
- Prompt 4: Analyze the Prompt (Grade 2)**
  - 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? \_\_\_\_\_.**
  - Set a Purpose for Reading Sources:** Asking questions about what special abilities and qualities animals have will help you figure out your purpose for reading. It also helps you understand what you already know about the topic. Before you read the passage set about animals helping humans, write a question here: \_\_\_\_\_.

# Online Writer's Notebook

Students are offered blended learning options for writing instruction and independent practice. They can use digital writing and markup tools to develop, rewrite, and publish their pieces while receiving feedback from their teachers throughout the writing process.

The screenshot shows the 'WRITER'S NOTEBOOK' interface for a 'Personal Narrative (Unit 1 Genre Study 1)'. The interface includes a top navigation bar with 'Plan', 'Draft', 'Revise', 'Edit and Proofread', and 'Publish' buttons. Below this is a rich text editor with various formatting options (bold, italic, underline, text color, background color, link, unlink, insert link, insert image, insert video, insert audio, insert code, insert table, insert table of contents, insert table of contents, insert table of contents, insert table of contents). The main text area contains a draft of a personal narrative about a dog named Scooter. On the right side, there is a sidebar with 'My Planning Notes' and 'Introduction to Text' sections. At the bottom right, there are buttons for 'Publish', 'Share', and 'Print'.

# A Streamlined Instructional Pathway

Resources for grades 2–5 are now organized by connected two-week text sets, providing your students with more time to dive deeper into text to build knowledge—and you with a more focused and realistically-paced literacy block.

## Enrichment for Gifted Learners

Provide gifted students with opportunities to extend their thinking and enrich their learning. *Wonders* offers robust independent reading options, enrichment scaffolds and resources, and recommendations to challenge advanced learners.

## Enhanced Phonics in Grades K–2

New enhancements make phonics explicit and bring it to the forefront of instruction, assuring you complete coverage for every student.

- Point-of-use phonics skills give teachers clarity and promote student agency, showing them what they’ve already learned, what they’re learning now, and where they are heading next.
- Foundational skills instruction is multimodal, engaging, and structured for assessment-informed differentiation.
- Student-facing digital activities gather data, providing teachers with clear pictures of student practice and growth.

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.

**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”**

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

**LITERATURE CIRCLES**  
Ask students to conduct a literature circle using the Thinkmark **wish to have a question**. You may use any information learned about why help maintain the wetlands.

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

1

READING • WORD WORK

In a Flash: Sound-Spellings

**LEARNING GOALS**

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

**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.

5 Phonemic Awareness

**Phoneme Identity**

**1 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/, /māāāk/, /gāāv/. The middle sound is /ā/. Say the sound with me: /āāā/.*

**2 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: /tāāāk/, /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.

5 Phonics

**Introduce Long a: a\_e**

**1 Model** Display the *train Sound-Spelling Card*. Teach /ā/ spelled a\_e using the words *ate* and *made*. Model writing the word *ate* 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 /a/. 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: /āt/. I'll say /āāt/ as I write the word ate several times. Continue to model using the word made.*

**2 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.*

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

T10 UNIT 3 WEEK 1

# Student Empowerment

Empowering students is a key to their success. Student voice and choice drives empowerment and is more deeply and visibly integrated directly into *Wonders* instruction via the My Goals page, daily check-ins, Center Activity Cards, and Connect to Content Projects.

- New *Wonders* Guides encourage students to own their own learning by providing kid-friendly reassurance alongside lessons, guiding students through their learning path, and prompting them to track progress toward their goals.

Think about what you learned. Fill in the bars. What are you getting better at?

### What I Learned

I can read and understand narrative nonfiction. 1 > 2 > 3 > 4

I can use text evidence to respond to narrative nonfiction. 1 > 2 > 3 > 4

I know why we need government. 1 > 2 > 3 > 4

Unit 4 - Text Set 1 125

- The My Goals page provides students opportunities before and after each text set to reflect on their own learning. Students assess their knowledge, identify what they learned and where they need practice, and recognize their growth.

### MY GOALS

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 narrative nonfiction. 1 > 2 > 3 > 4

I can use text evidence to respond to narrative nonfiction. 1 > 2 > 3 > 4

I know why we need government. 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.

124 Unit 4 - Text Set 1

- New Center Activity Cards provide students a choice of two or three activities, all designed to achieve each unit's learning goals. Students have the choice to express their voice through multimodal activities that range from drawing a comic strip to acting out a scene with a partner.

### Realistic Fiction

Choose a realistic fiction story to read or reread. Then choose an activity.

**My Goal** I can tell the features of realistic fiction.

**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. Read the part of your character.
- Talk about what you learned about the characters through the dialogue.
- Tell how the dialogue lets you know this is a realistic fiction story.

**Activity 3**  
**Add to a Story**

**Challenge**

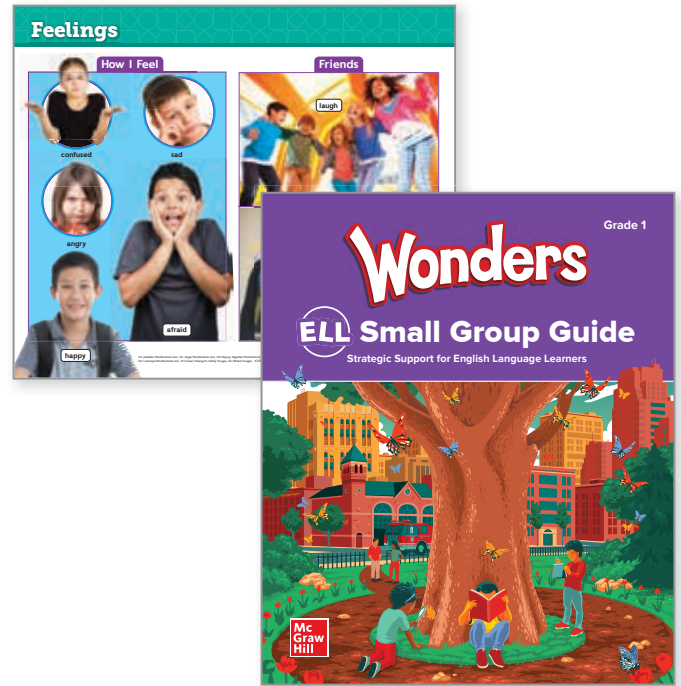
- Think about an event that can be added to a realistic fiction story you read. Write the new event in your reader's notebook.
- Share the event with a partner.

I added a trip to the store. That could happen in real life.

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

# Unparalleled ELL Support

*Wonders* brings the English language to life for every student by employing multi-modal engagement and resources that reflect students' experiences. You'll get newcomer resources, the new language development kit, leveled-reader lesson cards with ELL differentiation, and additional activities, including song and movement videos and games. In addition to ELL Guidance in your Teacher's Edition, *Wonders* provides a dedicated ELL Small Group Guide. It supports flexible instruction, accommodating both push-in and pull-out teaching models.



# Integrated Social and Emotional Learning (SEL)

New features in *Wonders* foster SEL development in your community of learners. Our collaboration with Sesame Workshop offers an integrated approach to SEL skills for grades K–1 with lessons. In grades 2–5, Essential Questions promote key social and emotional learning skills such as self-confidence, diversity, and pro-social behavior. Classroom Culture features in the Teacher's Edition highlight opportunities for fostering collaboration, community focus, and a love of reading.

Social Emotional Learning
WEEK 2

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

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

**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 breath out slowly. Feel your "belly balloon" deflate.*

T15A UNIT 1
SOCIAL EMOTIONAL LEARNING T15B



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