

# **Wonders Resources 2020**

**Education Committee  
Tuesday March 1, 2022**

**Matt Walsh, Tara Strouse, Alison Navarrete,  
Kelly Barnes, and Joyce Amici**



“**EVERY** student deserves a *great* education, not by chance, but by **DESIGN.**”

Dr. Douglas Fisher



# Wonders User List



Montgomery	Chester	Philadelphia	Delaware	
Colonial	Downingtown	MAST 1, 2, 3	DCIU	
Hatboro-Horsham	Unionville- Chadds Ford	Christopher Columbus	Marple- Newtown	
Lower Moreland	Tredyffrin- Easton	First Philadelphia	Ridley	
Methacton		Russell Byers	Wm. Penn SD	
Norristown		Global Leadership Academy		
Perkiomen Valley		Marianna Bracetti		
Pottsgrove		West Phila. Achievement		
Pottstown		Khepera		
Upper Merion		Phila. Performing Arts		
Upper Moreland				
Wissahickon				



# The MSD Curriculum Review Cycle

## METHACTON SCHOOL DISTRICT CURRICULUM REVIEW CYCLE K-12



CURRICULUM AREA	JAN 21 JUN 21	JUL 21 DEC 21	JAN 22 JUN 22	JUL 22 DEC 22	JAN 23 JUN 23	JUL 23 DEC 23	JAN 24 JUN 24	JUL 24 DEC 24	JAN 25 JUN 25	JUL 25 DEC 25	JAN 26 JUN 26	JUN 26 DEC 26
Mathematics	Research/ Assess		Develop/Write/Identify			Implementation		Review		Monitor/Evaluate		R/A
Business, FCS, Tech Ed, Media												
Music and Art	Monitor/Evaluate		Research/ Assess		Develop/Write/Identify			Implementation		Review		M/E
Health and Physical Education												
Science	R	Monitor/Evaluate			Research/ Assess		Develop/Write/Identify			Implementation		R
World Language												
Social Studies	D/W/I	I/R		Monitor/Evaluate			Research/ Assess		Develop/Write/Identify			I
Counseling												
English Language Arts	Dev/Write/Identify			Implementation		Monitor/Evaluate			Research/ Assess		Dev/Write/Ident	
ELD, Library												

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
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\*Establish Steering committee

\*Perform Site visitations

\*Create Needs Assessment

\*Develop Curriculum

*\*Identify Curriculum Writers*

*\*Write using UbD template*

*\*Identify materials to*

*pilot/study*

*\*Recommend approval of*

*program*

*\*Share pacing guides*

*\*Implement w/Prof*

*Development*

*\*Create assessments*

*\*Review implementation*

*\*Examine student data*

*\*Revise assessments*

*\*Extend DI activities*

*\*Evaluate current program*

*\*Monitor student*

*performance*

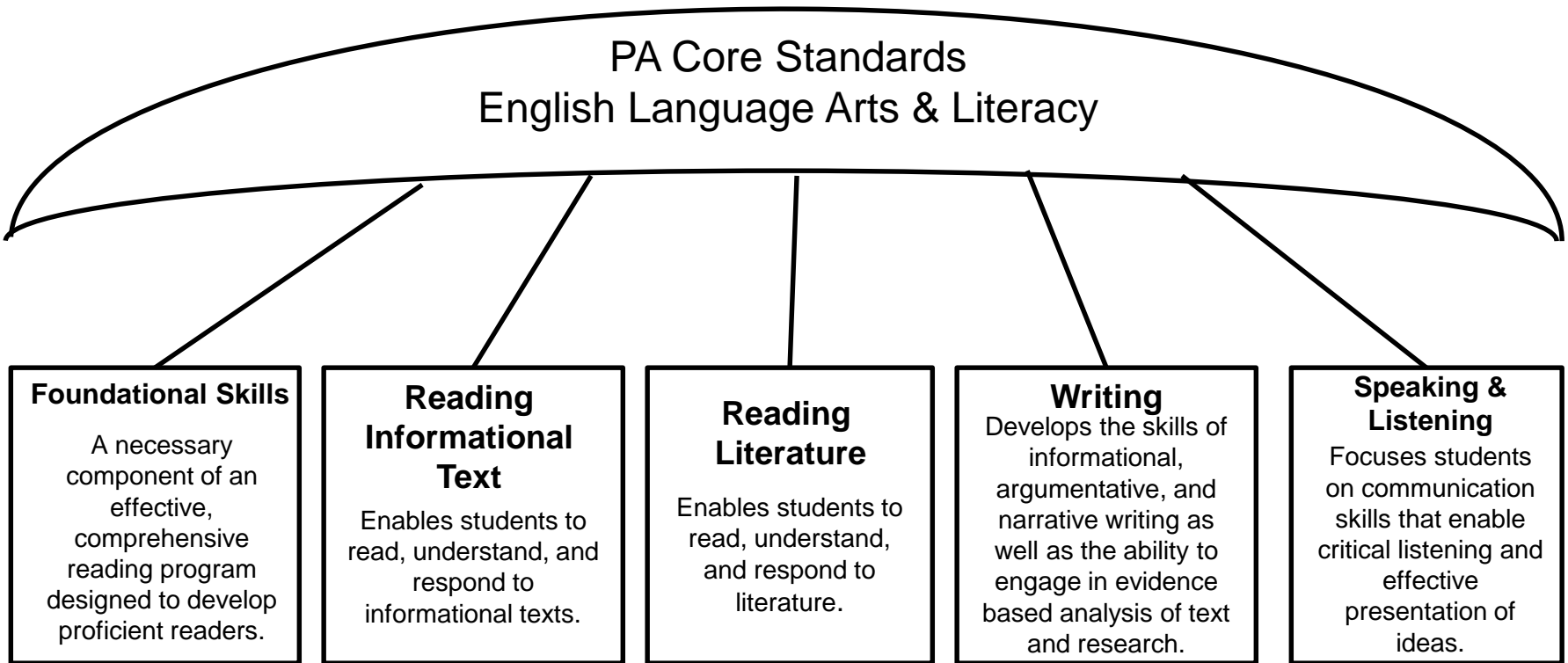
*\*Research Professional Lit.*

*\*Prepare Stakeholder Survey*



# ELA Standards

## PA Core Standards English Language Arts & Literacy



- ⇒ Appendix A: Text exemplars illustrating complexity, quality, and range of reading appropriateness
- ⇒ Appendix B: Annotated samples of student writing at various grades
- ⇒ PA Core – Reading and Writing for Science and Technical Subjects 6-12
- ⇒ PA Core – Reading and Writing for History and Social Studies 6-12





Let's find out what components come to the Wonders 2020 classroom!



## Research Base and Ratings



Because learning changes everything.\*



Wonders Grades K–5 has  
**All Green Ratings** from EdReports.org!

EdReports.org, a widely respected independent K–12 curriculum review organization, evaluated *Wonders* ©2020 and rated it highly with all green scores. EdReports' rigorous review, conducted by classroom educators and district leaders, enables districts to leverage the results to extend their internal product selection process of high-quality instructional materials such as *Wonders*.

Grades K–5 of *Wonders* received the highest rating (Meets Expectations) across all Gateways.



# Research Base Alignment

A Summary of Key Research and  
Demonstration of Program Alignment





Wonders Grades K–5 has  
**All Green Ratings** from EdReports.org!



**GATEWAY 1**

**Text Quality and Complexity**



**GATEWAY 2**

**Building Knowledge**



**GATEWAY 3**

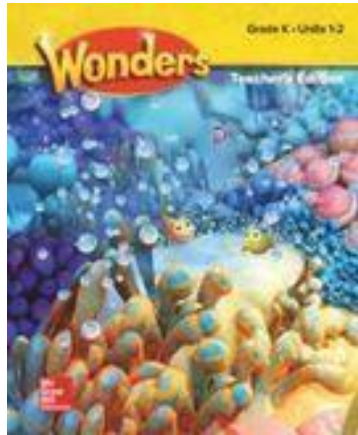
**Usability**

<https://www.edreports.org/reports/overview/wonders>

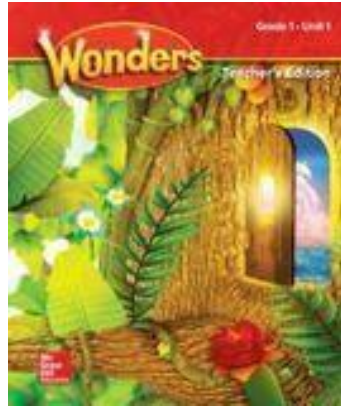




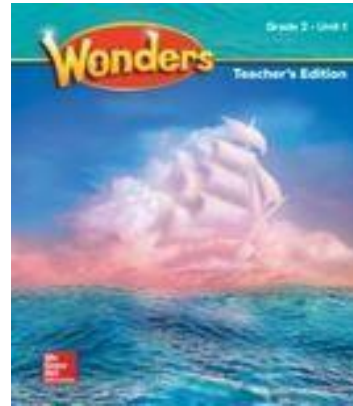
## Teacher Materials- Teacher Edition and Your Turn Practice



Grade K- 10 Units

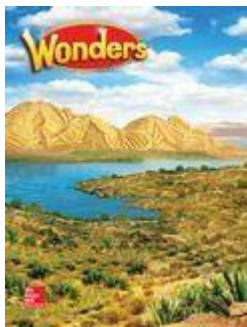
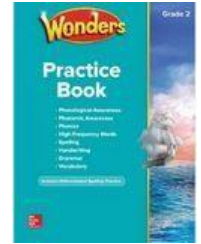
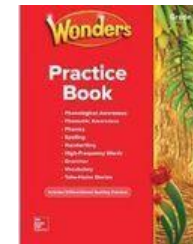
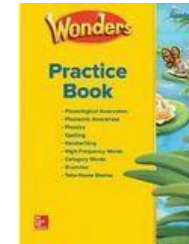


Grade 1- 6 Units

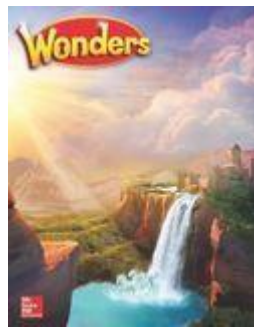


Grade 2- 6 Units

**Desk Copy  
Print/ Digital  
Variety of ELA Practice**



Grade 3- 6 Units



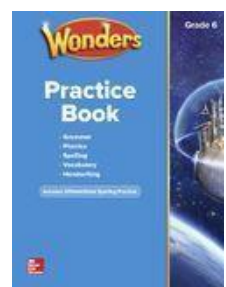
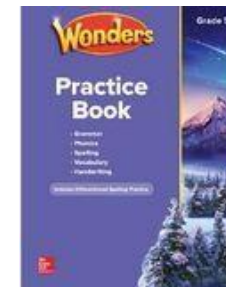
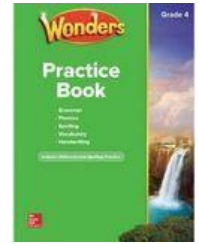
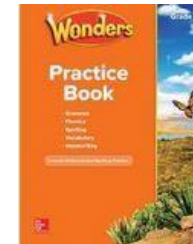
Grade 4- 6 Units



Grade 5-6 Units



Grade 6-6 Units





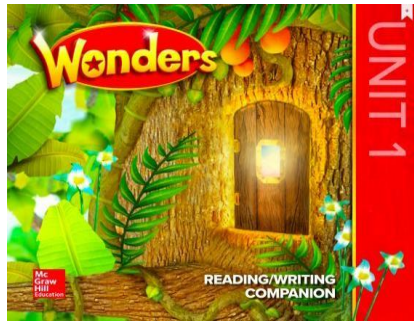
Interactive  
Consumable

## Student Materials- Reading Writing Companion

RWC



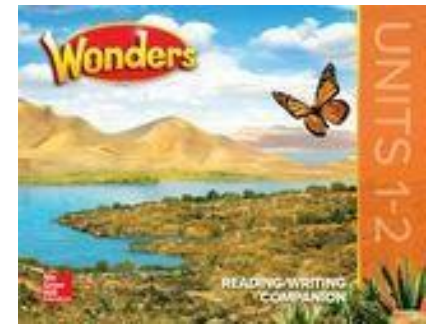
Grade K- 10 Units



Grade 1- 6 Units



Grade 2- 3 double units



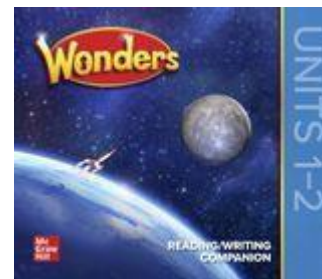
Grade 3-3 double units



Grade 4-3 double units



Grade 5 -3 double units



Grade 6- 3 double units

Shared Read  
Close Reading  
Analytical  
Writing  
Genre Writing

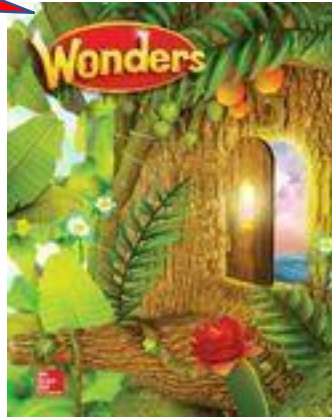




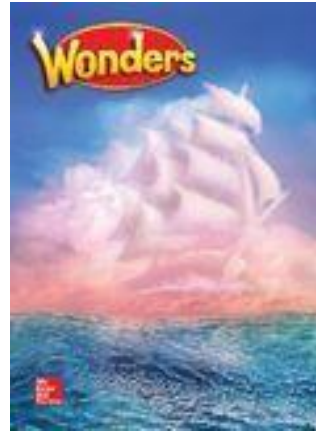
Authentic Text

Anchor Text  
Paired Selection

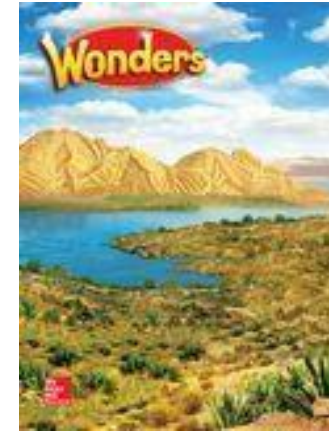
## Student Materials- Literature Anthology



Grade 1

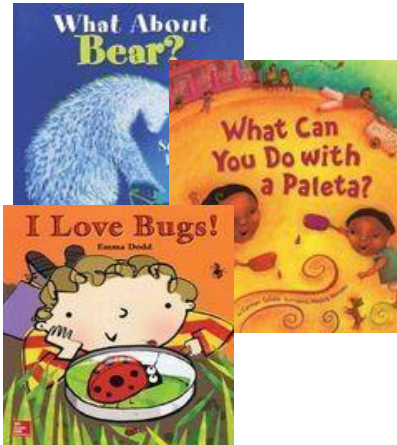


Grade 2



Grade 3

Units 1-3- Soft-Bound Unitized  
Units 4-6- Hard-Bound



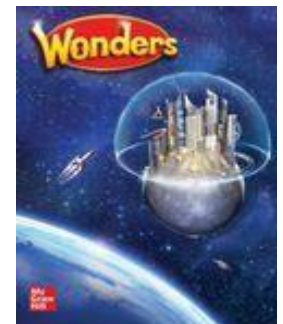
Grade K- Big Books



Grade 4



Grade 5

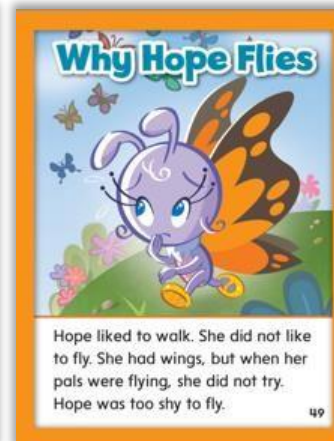
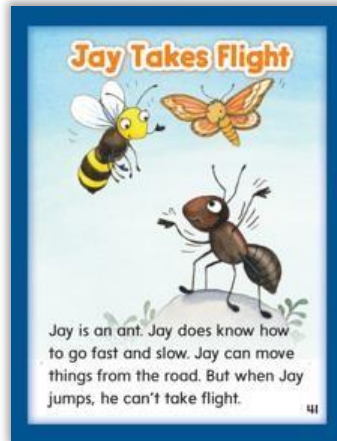


Grade 6



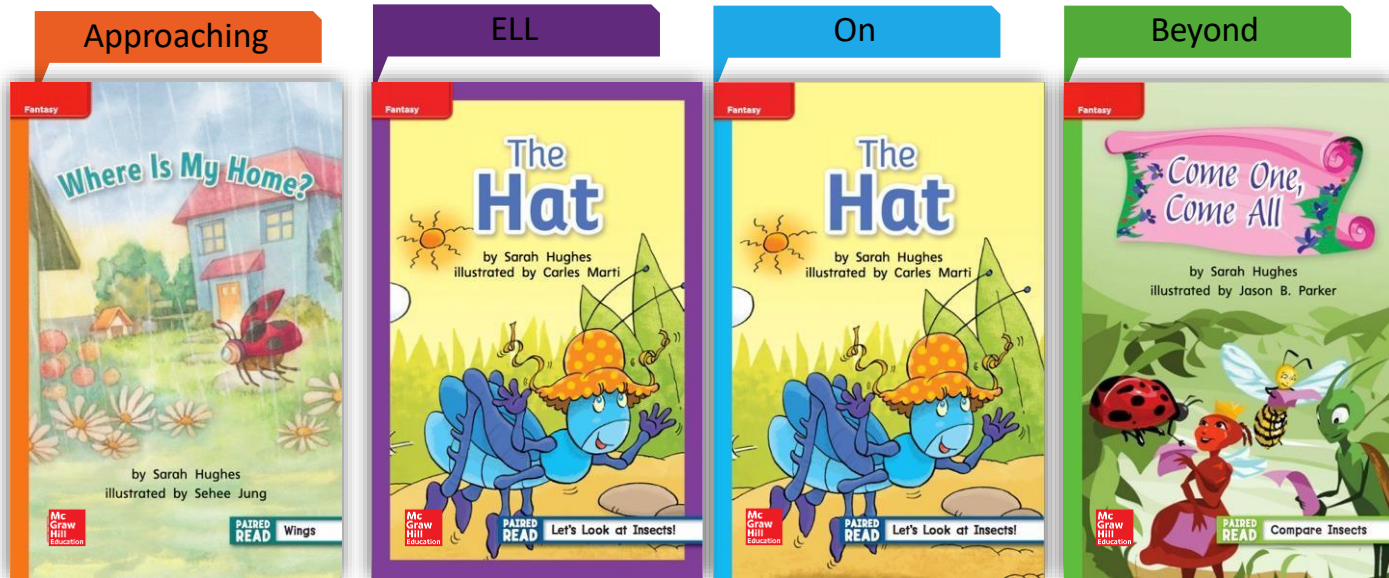
Classroom Set- **Decodable Readers**- 6 per unit

## Decodable Readers K-2



decodable passages Kinder through 6<sup>th</sup> Grade with & take-home stories

## Classroom Set - **Fiction** Leveled Readers- 6 per level



- same theme/concept
- Same essential question

- same phonics skill/HF words
- same vocabulary





## Classroom Set- **Non-Fiction** Leveled Readers-6 per level



- same theme/concept
- Same essential question

- same phonics skill/HF words
- same vocabulary



**Science &  
Social Studies**

**Informational  
Texts:**

Same Book /  
Different Levels!

**Equity &  
Access**



## OVERVIEW

GRADE K	GRADE 1	GRADE 2-6
10 Units of Instruction (5 TEs)	6 Units of Instruction	6 Units of Instruction
3 Weeks per Unit Review Week (3 additional weeks)	6 Weeks per Unit Weeks 1-5: New Instruction Week 6: Review, Extend, Assess	6 Weeks per Unit 3 Genre Studies/Unit Weeks 1-5: New Instruction Week 6: Review, Extend, Assess
*Start Smart included in Unit 1 (Unit 0)	*Start Smart Included in Unit 1 (Unit 0)	*Start Smart begins Unit 1 Week 1



## **What's New in Wonders 2020...**

- Grades K-1 5 Day Genre Study, focus on learning to read
- Grades 2-6 10 day Genre Study. Focus on connected texts
- Social and Emotional Learning- Sesame Workshop Collaboration K-1
- Foundational Skills Practice- Phonics Skill Trace
- Leveled Genre Passages
- New Interactive Student Edition- Reading Writing Companion
- Rich, Complex, Authentic Texts- Time for Reading, Analysis, and Responding to the Text
- Expanded Genre Writing- Online Writer's Notebook
- Practice Book
- 2020 Assessments- Progress Monitoring and Summative
- 2020 Data Dashboard- Recommendation, Activity, Skill and Progress Reports
- Teach It Your Way!



**Listening**

**Speaking**

**Reading**

**Writing**

PA Core  
Standards for  
ELA



**Foundational  
Skills/Word Work**

**Independent  
Choice**

**Interactive  
Read Aloud**



**Small Group  
Guided Reading**

**Shared & Close  
Reading**

**Writing  
Workshop**





# WORKSHOP

# EXPERIENCE

Gradual Release of Responsibility

Ido...

We do...

You do together...

You do alone...



# Daily, Explicit, Systematic Foundational Skills



Dr. Donald Bear

Daily  
Review

Daily review to build fluency.

Minilesson

Daily whole group and small group instruction.

Progress  
Check

Daily progress monitoring informs reteaching.

## PHONICS SKILL TRACE

**NEW**

Initial Consonants

Short  
Vowels

Consonant  
Blends &  
Digraphs

Long Vowels

Vowel  
Digraphs

R-Controlled  
Vowels

Diphthongs

Variant  
Vowels

Silent Letters  
& 3-Letter  
Blends

# NOT a Letter of the Week Resource



# Clear, Concise, Powerful Routines

surface



## Close Reading Routine

### Read DOK 1-2

- Identify key ideas and details about buildings.
- Take notes and retell.
- Use **ACT** prompts as needed.

deep



### Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use the Reread minilessons.

transfer



### Integrate DOK 4

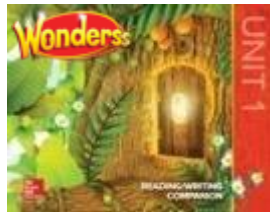
- Integrate knowledge and ideas.
- Make text-to-text connections.
- Inspire action.



Dr. Douglas Fisher



**Compare DOK –**  
Wonders Teaches the  
**HOW** of Close Reading



## *Reading/Writing Companion*





Reread

talk

cite

write

## Reread | ANCHOR TEXT



How do the author's words and phrases help you visualize how a spider eats its prey?



**Talk About It** Reread Literature Anthology page 94. With a partner, talk about descriptive words the author uses for how the spider eats.

**Cite Text Evidence** What image does the author create with these descriptive words? Cite text evidence from the paragraph.

Words	What I Visualize
stabs	These words create an image in the reader's mind of a greedy, thirsty spider that is excited to devour a meal of soup.
dribbles	
slurps	



### Synthesize Information

Combine what you already know about adaptations. Think about the adaptations a spider has and how they help it to survive. Compare the way a spider gets and eats food with other animals you have learned about.

**Write** The author helps me visualize how a spider eats its prey by using  
descriptive verbs such as "stabs," "dribbles," and "slurps." This paints a picture of  
a hungry, determined spider eagerly eating a meal.



Writing and Grammar

Personal Narrative

Writing and Grammar

Personal Narrative

Writing and Grammar


Personal Narrative

Writing and Grammar

Personal Narrative

Share and Evaluate

Personal Narrative


 **Practice** presenting your work with a partner. Take turns.

 **Present** your work. Then use this checklist.



Sharing My Work	Yes	No
<b>Writing and Grammar</b>		
I wrote a personal narrative.	<input type="checkbox"/>	<input type="checkbox"/>
I put the events in order.	<input type="checkbox"/>	<input type="checkbox"/>
I added details.	<input type="checkbox"/>	<input type="checkbox"/>
I used complete sentences.	<input type="checkbox"/>	<input type="checkbox"/>
I used adjectives.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking and Listening</b>		
I spoke in a loud, clear voice.	<input type="checkbox"/>	<input type="checkbox"/>
I listened carefully.	<input type="checkbox"/>	<input type="checkbox"/>
I asked questions.	<input type="checkbox"/>	<input type="checkbox"/>

 **Talk** with a partner about your writing.

 **Write** about your work.

What did you do well in your writing?

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What do you need to work on?

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# Online Writer's Notebook

WRITER'S *NOTEBOOK*

GREGORY SMITH

## Compare-and-Contrast Essay



My  
Students

Teacher  
Resources

Student  
Resources

Plan Draft Revise Edit and Proofread Publish

File Edit View Insert Format Tools Table

Save Undo Redo **B** *I* U  $\times_2$   $\times^2$   $\mathcal{I}_x$  Verdana 11pt  
Paragraph Bulleted List Numbered List Decrease Indent Increase Indent Quote Left Quote Right Text Color Background Color Image

Instruction

### Introduction to Draft

When you write a **draft**, you are taking a first pass at your writing. You don't have to worry about making mistakes when you write a draft. There will be time to fix those mistakes in later stages.

For an example of a compare-and-contrast essay draft, view the [Student Model Draft: Compare-and-Contrast Essay](#).

To review the lesson in the Reading/Writing Companion, go to Unit 2, page 125.

Use your Venn Diagram to help you write your draft in the space on the left.

[Reading/Writing Companion: Compare-and-Contrast Essay](#)

> Resources

> Rubric

Export to PDF

Printable Workshop



# Writing Workshop

Writing and Grammar Grades 2-6

## WRITING PROCESS

Expert Model

Plan

Draft

Revise

Edit

Publish

**Analyze an Expert Model** Studying expert writing, you learn how to write a compare-and-contrast essay. On page 91 of *Spiders in the Literature Anthology*, the answers below.

readers about how things are alike and how they differ.  
comparison essay

- explains how two things are both similar and different
- uses linking words and phrases to help show relationships between ideas
- includes a variety of sentence lengths

**Analyze an Expert Model** Studying expert writing, you learn how to write a compare-and-contrast essay. On page 91 of *Spiders in the Literature Anthology*, the answers below.

What is the author comparing and contrasting?

How does the author vary the sentences?

Some spiders are as small as a grain of sand. **The biggest, the Goliath birdeater tarantula from South America, is as big as a page in this book.**

Yet all spiders share similar features.

They have eight legs, fangs, spin silk, and eat other animals. At first you might confuse them with insects. But it is easy to tell the difference. Insects have six legs; spiders have eight. And spiders never have wings.





# Small Group & Guided Reading

- ✓ 120 books
- ✓ 6 copies/book
- ✓ 720 books/teacher

F&P Range of Levels

Grade K	Beginning Reader	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Grade 1	Beginning Reader	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Grade 2	Beginning Reader	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Grade 3	Beginning Reader	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Grade 4	Beginning Reader	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
Grade 5	Beginning Reader	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z



## Extreme Animals

### ACT What makes the text complex?

#### Purpose

Students will need to understand the author's choices for presenting information.

#### Specific Vocabulary

The use of unfamiliar phrases

#### Connection of Ideas

Students will need to make connections and why animals adapt to their



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#### Connection of Ideas

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#### Essential Question

Refer to the Close Reading

#### Introduction

**3.3 Purpose** and the Essential Question expect to learn the purpose of an text interested in a text the main idea of Have students introduction. Ask them survive in different from predators. Read Ask: What does sentence preparation book? When she years," the means that one so unusual. This text readers that they are going to be reading about unusual animals.

**Comprehension Check** What is a physical adaptation? Give an example of a physical adaptation from the introduction. A physical adaptation is a feature related to an animal's body that helps it survive. Examples on page 3 include the large ears that help an animal find prey, thick fur to keep warm, and long legs for running.

from trees its entire life. It uses trees to hide from predators. On page 7 it says the eye-eye finds food inside rotting wood. It uses its teeth and fingers to reach bee larvae inside tree trunks.

#### Chapter 2 (pages 8-10)

**3.3 Specific Vocabulary** Tell students that sometimes authors will include definitions of challenging words in the same sentence. Point out the third sentence on page 8. Ask: What

does blubber mean? What is the evidence in the text? It means fat. The definition is restated after the word and set off using commas.

**Purpose** Point out that in the first paragraph on page 10 the author describes typical qualities of most amphibians before specifically discussing the Surinam toad and the Chinese giant salamander. Have students discuss why the author included this paragraph. By explaining

#### Chapter 3 (pages 12-14)

**3.3 Connection of Ideas** Point out that camouflage helps the cookie cutter shark survive in the deep ocean. Ask: How does camouflage help the cookie cutter shark? What animals in Chapter 1 also use camouflage? How does it help them survive? How are they different from the cookie cutter shark? Page 12 explains that fish can't see the cookie cutter shark and swim too close. The sloth (p. 4) and the

#### Analytical Writing

### Write About Reading

**Inform** Have students write a response to the text using the **Essential Question**. *How do adaptations help animals survive?* Student responses may vary but should include reference to specific adaptations of at least two of the animals described in this book.

Have students support their response with text evidence.





# Customizable Assessment **CHOICE**

## ✓ Flexible Print or Digital Format

## ✓ Placement/Diagnostic

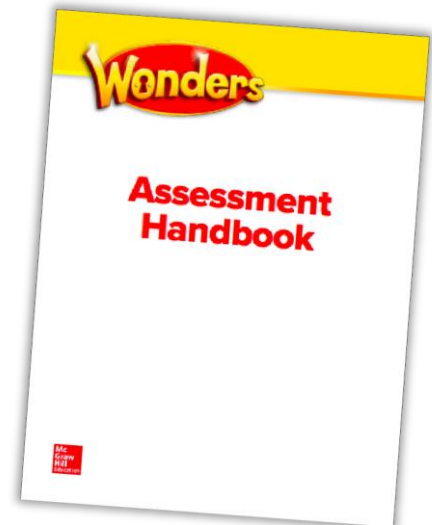
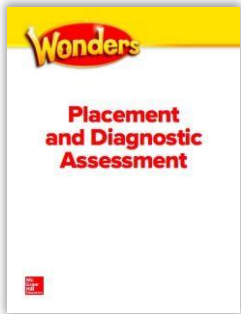
- Letter Naming, Phonics Screeners, Spelling Inventory, Oral Reading Fluency, Comprehension

## ✓ Formative/Progress Monitoring

- K: Phonics/HFW
- 1<sup>st</sup>: Weekly Cold Reads
- 2<sup>nd</sup> - 5<sup>th</sup> Bi-weekly Cold Reads

## ✓ Summative

- End-of-Unit (Cold Reads)
- Benchmark



## Recommendations Report ▼

10/11/2017 - 10/11/2018



Class/Student

ALL STUDENTS ▼

Skills/Standards

WONDERS SKILLS : UNIT 2/WEEK 1 ▼

Activity Types ⓘ

ALL ▼

### Comprehension Skill - Theme

Class Average: 81%



### Vocabulary - Word Parts: Root Words

Class Average: 79%



Tier 2

<70%

Approaching

70-79%

On Level

80-93%

Beyond

94-100%

No Data

n/a

+ Students

- Assignable Resources



(E) Reproducibles : Unit 2 Week 1 Comprehension & Fluency

Unit 2 Week 1 Comprehension & Fluency (E) Reproducibles Pages

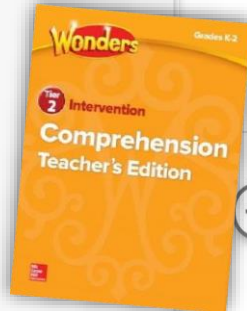


(A) Reproducibles : Unit 2 Week 1 Comprehension & Fluency

Unit 2 Week 1 Comprehension & Fluency (A) Reproducibles Pages

Assign

+ Teacher Resources



Built-In Tier 2  
Intervention

Built-In  
Enrichment



## P.I.E. Time (*Practice, Intervention, Extension*)

A daily, dedicated block of time during which students are pulled for many supports and services. ***No new instruction occurs***; students remaining in class receive additional differentiated instruction that extends teaching of the core curriculum. Small group instruction, remediation, extra practice, and extension activities should take place during this block. **Follows the MTSS model: Core Plus More, Strengthen the Core!!!!**

Reading Support Services, Speech, Instrumental, and ELD may use this time to meet with students. Pullouts will primarily occur during PIE time, however, students may also be pulled from special, Science/Social Studies and lunch, as needed.

### What takes place during the PIE block?

#### *Practice:*

- Allows for a more deliberate pace of learning
- Allows for more opportunities for direct instruction or practice of skills
- Allows for activities or products that are more structured or more concrete, with fewer steps.

#### *Intervention:*

- Allows for individualized pacing in order to maximize learning
- Allows for more intensive and individualized interventions to master skills
- Allows for modeling of activities or products that are highly structured with fewer steps

#### *Extension:*

- Allows for a brisker pace of work, or a slower pace to allow for greater depth of exploration of a topic
- Allows students to skip practice with previously mastered skills and understandings
- Allows for activities and products that are more complex, open-ended, abstract, and multi-faceted



# Next steps...

- Professional Development with McGraw-Hill for pilot teachers on March 15<sup>th</sup>
- Share recommendations for Wonders adoption to Board of School Directors on 3/22 with Final Approval on 4/26
- Public Review of new Wonders resources from 3/23-4/22
- Planning session with pilot teachers prior to the May 17<sup>th</sup> In-service
- All Elementary K-5 teachers will receive Wonders Teachers Manual for 5/17
- Wonderworks for Special Education teachers will also be included for support
- Summer MIAC offerings and time for teachers in the summer for “Open Office Hours” to meet with Curriculum Office to answer specific questions
- Professional Development sessions in August 2022 for additional training
- Ongoing PD during morning and established in-service days





Wonders

Wonders

Mc  
Graw  
Hill

Thank  
You