

# Wonders



# EVERY STUDENT IS A SUCCESS STORY

The path to success doesn't look the same for every child—but for every child, literacy is the key to success. *Wonders*® is inspired by the belief that every student can succeed.

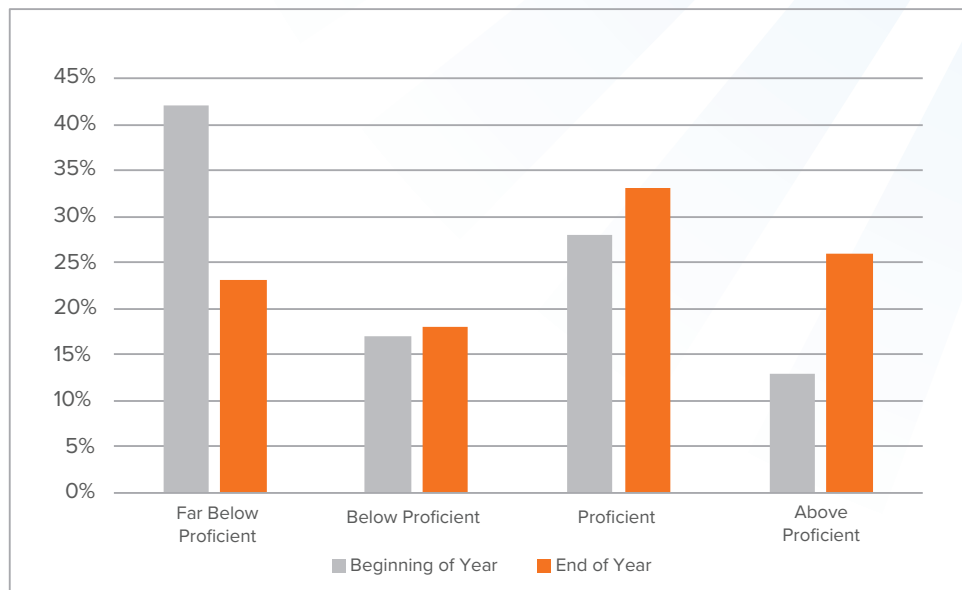
By providing a comprehensive set of connected resources for all learners in grades K–6, *Wonders* offers educators the ability to adapt instruction with confidence as students grow.

Combining the work of literacy experts with research on social emotional learning, *Wonders* helps you strengthen skills, bolster learning, and encourage independence, enhancing the important and inspiring work you do in your classroom, every day.



# THE EFFECTIVENESS OF **WONDERS**

According to a third party study, students who used **Wonders** showed statistically significant growth (27%) in text reading and comprehension after just one year.



Study published in the Journal of Educational and Organizational Leadership

The impact of **Wonders** on elementary students' reading proficiency was examined across twelve third grade classrooms in North Carolina by an independent, third-party researcher. Results revealed significant increases among DIBELS scores and Text Reading Comprehension (TRC) scores. A teacher survey showed overwhelmingly positive perceptions of the effectiveness of **Wonders**.

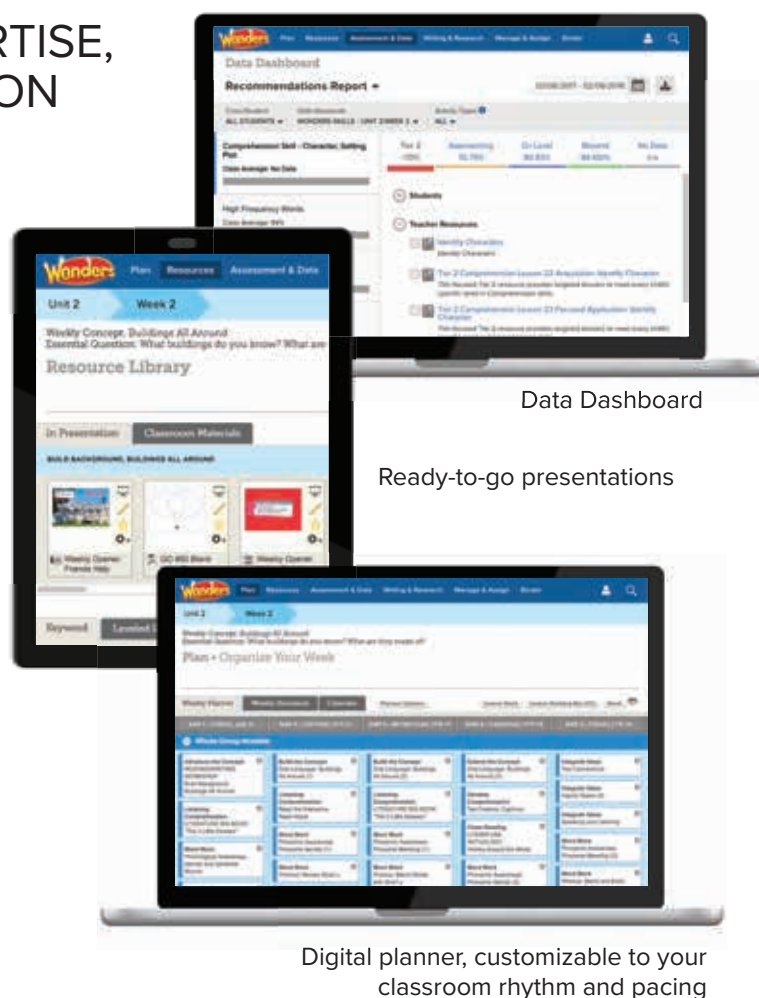
For more information on the effectiveness of **Wonders**, visit the Research & Success page at [mheonline.com/wonderssuccess](http://mheonline.com/wonderssuccess)

# TEACH IT **YOUR WAY**

## ACKNOWLEDGING YOUR EXPERTISE, SUPPORTING YOUR INSTRUCTION

Every teacher has a unique set of skills and a personal teaching style that reaches students in a way that no one else can. You know your students better than almost anyone, and you do everything you can to make learning an empowering experience that guides them on their educational pathways.

As a result, student and teacher choice are at the heart of **Wonders**. These resources were designed to support you and your entire classroom as you teach your way—whether you follow our recommended pathway of instruction or create your own workshop lessons using our resources.



Data Dashboard

Ready-to-go presentations

Digital planner, customizable to your  
classroom rhythm and pacing

## **Wonders:**

- Makes it easy to integrate your favorite resources or use our resources with your preferred approach or framework – including workshop-focused, blended learning, project-based learning, and authentic literature-focused.
- Focuses on student-centered learning, small-group teaching, and minilessons with embedded support for English language learners, gifted and talented students, and students in need of Tier 2 support.

## TAKING LEARNING BEYOND THE BOOK

*Wonders* brings the best in blended learning to your classroom. Every print resource is also available digitally, and your digital workspace includes thousands more readers, hundreds of games, interactive texts, videos, songs, a digital Writer's Notebook, research projects, and a myriad of optional resources to extend every lesson and respond to students' interests.

In grades 2–6, students can practice responsible use of social media, in a controlled setting focused on core academic content. This prepares them for *StudySync*, available for grades 6-12.

In short, you'll find just the right resources for every learner in your class.



- Helps you choose your pathway with resources for modeled reading, shared reading, guided reading, and independent practice and application in every new week or text set.
- Provides resources and tools that meet students where they are and take them

where they need to be, in both print and digital formats –100% print, 100% digital, or anywhere in between.

- Bases instruction on research—and is dedicated to putting best practices into the daily routines of your classroom.

# TEACHING THROUGH **GENRE**

## GETTING ON THE PATH TO INDEPENDENT READING

*Wonders* is grounded throughout in a firm understanding of genre. Students read widely across connected text sets, notice and annotate, listen and speak about what they've noticed, and write in the genre using an expert model or mentor text. Along the way, they are learning the elements of each genre, looking at author's craft, and gaining the skills they need to read independently.

FOLKTALE

**Poetry**

Informational Text

Fantasy



By mastering the key features of each genre, students are better prepared to understand subject matter, read more broadly and deeply, and write about what they know. They'll be ready to approach any text—whether their interests and curiosities draw them to literature, biography, nonfiction, or drama—and communicate effectively, preparing them for futures in humanities, STEM, and careers we haven't even dreamed of.

**Argumentative Text**

**Realistic Fiction**

**Nonfiction**

**BIOGRAPHY**

**DRAMA**

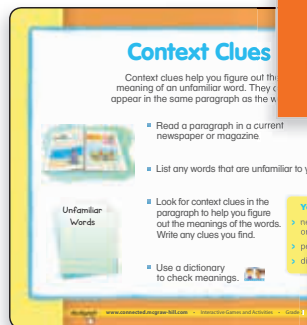
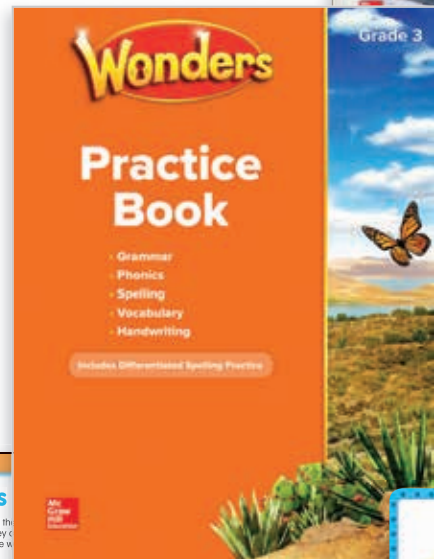
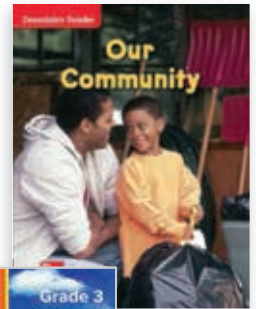


# FOUNDATIONAL SKILLS

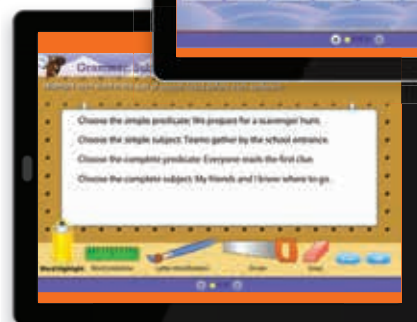
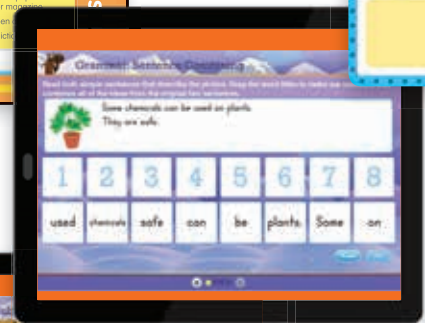
## LITERACY BEGINS WITH FIRM FOUNDATIONS

**Wonders** offers a thorough grounding in foundational skills, from children's first steps in phonemic awareness and print concepts, through sophisticated academic vocabulary and advanced morphological analysis. All along the way, integrated Tier 2 lessons fill any gaps quickly.

As they enhance understanding, students are encouraged to listen before speaking, speak before writing, and think critically all along—asking questions, finding text evidence, and building a more advanced set of literacy tools. With integrated grammar, spelling, and handwriting instruction, students build their capabilities every day.



PHICS/WORD S





Every year, as students develop fluency, they are also increasing their knowledge of science and social studies topics to prepare for broader content area learning, integrating new ideas, and making deeper connections between texts. They're also diving into a world of rich authentic literature and stories that connect them to the world around them in new, inspiring ways.



### Content Area Learning

- Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word



### Content Area Learning

- Explore, illustrate, and compare life cycles in living organisms

**KEY SKILLS TRACE**

**PHONICS**

Initial Consonants → Short Vowels → Consonant Blends and Digraphs → Long Vowels → Vowel Digraphs

**COMPREHENSION**  
 Character, Setting, Events  
 Introduce Unit 2 Week 1  
 Review Unit 2 Week 2, Unit 2 Week 4, Unit 3 Week 1, Unit 3 Week 2  
 Assess Unit 2  
 Main Topic and Key Details  
 Introduce Unit 2 Week 3  
 Review Unit 2 Week 5, Unit 3 Week 4, Unit 3 Week 5, Unit 4 Weeks 2, 3, 5, Unit 5 Week 5  
 Assess Unit 2

**GRAMMAR**  
 Nouns  
 Introduce Unit 2 Week 1  
 Review Unit 2 Week 2, Unit 2 Week 3, Unit 2 Week 4, Unit 2 Week 5  
 Assess Unit 2

T2 UNIT 2

Controlled Vowels → Digraphs → Variant Vowels → Silent Letters and 3-Letter Blends

**WRITING PROCESS**  
 Unit 1 Personal Narrative  
 Unit 2 Fantasy  
 Unit 3 Informational Text  
 Unit 4 Poetry  
 Unit 5 Procedural Text  
 Unit 6 Realistic Fiction

**Social Emotional Learning**  
 Week 1: Behavioral Self-Regulation  
 Media: Take a Beat!  
 Week 4: Creativity & Social Problem Solving  
 Media: "Doggy Walk Dilemma"  
 Weeks 2, 3, 5: Teachable Moments  
 Select from your library of Social Emotional Learning resources.  
 Family Time: You'll find each lesson's video and supporting activity in the week's School to Home family newsletter.

UNIT OVERVIEW T3

## Close Reading Routine

### Read DOK 1-2

- Identify key ideas and details about helping your community.
- Take notes and summarize.
- Use ACT prompts as needed.

### Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use *Reading/Writing Companion*, pp. 14-16.

### Integrate DOK 4

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

Close Reading Routine



## Access Complex Text

Literature

### Specific Vocabulary

Review with students that authors often provide definitions or restatements in the surrounding sentences to clarify the meanings of unfamiliar words. Point out the word *elliptical* on page 202.

- *What does elliptical mean? (oval-shaped)* Have a volunteer read aloud the sentence that defines *elliptical*.

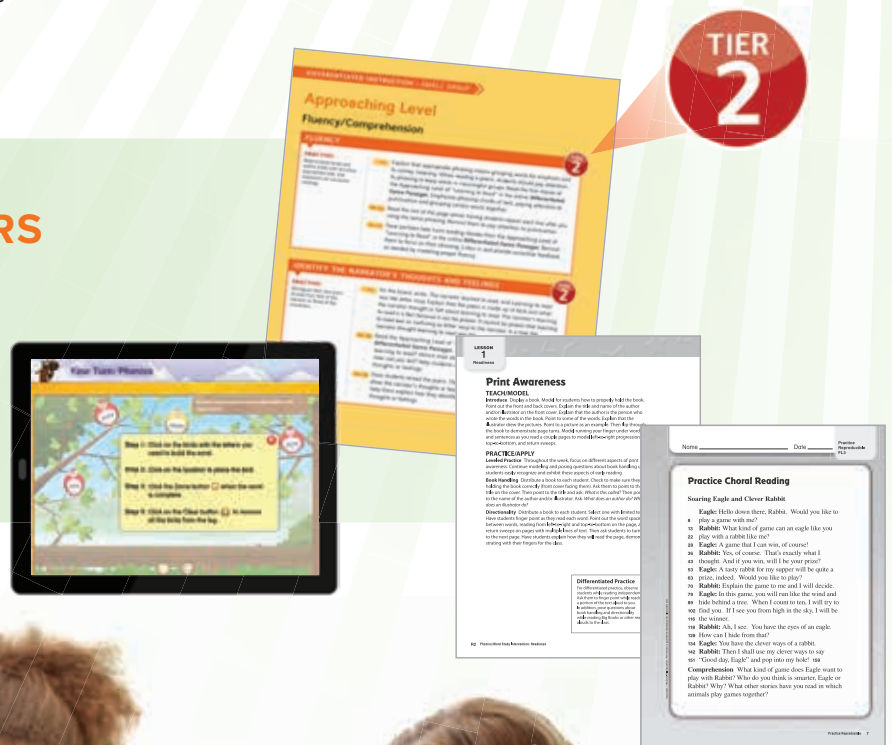
ACT: Access Complex Text

# DIFFERENTIATED FOR EVERY STUDENT

## A PATH FORWARD FOR EVERY LEARNER

*Wonders* provides you with a collection of resources and instruction to move students ahead as soon as they're ready. Differentiated instruction is built into the resources and lessons, providing all students with the scaffolding or extensions they need to be an active part of their classroom community of learners.

Your **STRUGGLING READERS** find targeted support including Tier 2 resources, to help them “level up.”





## GIFTED AND TALENTED

students will find additional choices to extend their reading, research areas of interest, and write about everything they've learned.

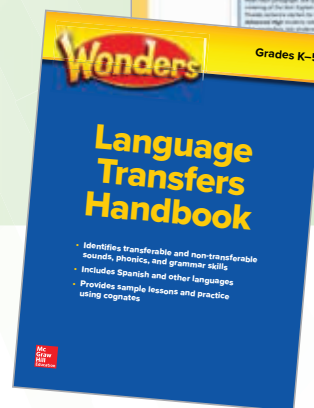


## ENGLISH LANGUAGE LEARNERS

are supported with instruction directly integrated into your core *Wonders* curriculum, providing both academic and social language acquisition. Resources are built to ensure equity of access for all, from newcomers to those with advanced proficiency.



English Learner Benchmark Assessments also available online



The Data Dashboard helps you track growth and proficiency, and supports differentiation by automatically grouping students based on their results from assessments and activities. The Recommendations Report delivers targeted reteaching and lessons for each group, accessible with one click, to support and advance all learners.

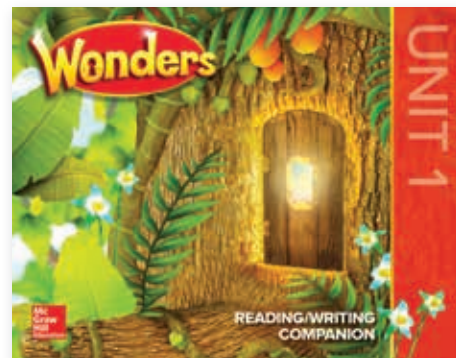


# WRITING

## HELPING STUDENTS BECOME STRONG, CONFIDENT WRITERS

In *Wonders*, students engage in daily writing practice and learn to develop habits of writing that will equip them to communicate their thoughts and beliefs in writing clearly and effectively. Students write about reading, building skills as they go, and follow the writing process, developing a strong routine that will impact their use of the written word throughout their lives.

The interactive student edition ensures that students read with pencil in hand, talk productively with partners, and write whenever they read. Students master the close reading routine, respond to the shared read, apply skills and strategies, talk, cite text evidence, and write.



**Share and Evaluate**

**Publish**

- Practice** presenting your work with a partner. Use this checklist.
- Present** your work.

Review Your Work	Yes	No
<b>Writing</b>		
I wrote a fantasy story.	<input type="checkbox"/>	<input type="checkbox"/>
I used descriptive details.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking and Listening</b>		
I spoke clearly.	<input type="checkbox"/>	<input type="checkbox"/>
I listened carefully.	<input type="checkbox"/>	<input type="checkbox"/>
I asked questions to clarify.	<input type="checkbox"/>	<input type="checkbox"/>

**Reread | SHARED READ**

**Respond to Reading**

Discuss the prompt below. Think about how the author organizes the information. Use your notes and graphic organizer.

How does the author organize the text to help you understand that there are different points of view and claims about genetically modified foods?

156 Unit 2

**Quick Tip**

Headings help you to find information. Use these sentence starters to discuss the text and organize your ideas.

- The heading "Support for Superfoods" has information about...
- The heading "Safety Issues" has information about...
- "The Long Term" tells about...

**Grammar Connections**

Check that you have capitalized any proper nouns or acronyms. The names of countries, historical periods, and documents need to be capitalized, such as Zambia, the Golden Age, and the Declaration of Independence. An acronym is usually formed from the first letter of each word in a term. For genetically modified foods, the acronym is GM foods.

**EXPOSITORY TEXT**

**FIND TEXT EVIDENCE**

**Read**

Paragraphs 1-2

**Summarize**

What did Galileo study?

**Circle text evidence.**

Paragraph 3

**Main Idea and Key Details**

**Underline** details that describe what Galileo saw. What is the main idea of this section?

**Reread**

**Author's Craft**

How does the author help you see what an astronomer does?

If the Sun could talk, it might say, "Look at me! Look at my sunspots! I am so hot!" Without the Sun, Earth would be a cold, dark planet. How do we know this?

Thanks to the astronomer Galileo, we know a lot about the Sun and the rest of our **solar system**.

**Telescopes: Looking Up**

Galileo did not invent the telescope. However, 400 years ago he did build one that was strong enough to study the sky. When Galileo looked into space, he saw the rocky **surface** of the Moon. When he looked at the Sun, he discovered spots on its fiery surface.

**EXPOSITORY TEXT**

**Peer Conferences**

**Review a Draft** Listen carefully as a partner reads his or her work aloud. Take notes about what you liked and what was difficult to follow. Begin by telling what you liked about the draft. Ask questions that will help the writer think more about the writing. Make suggestions you think will make the writing stronger. Use these sentence starters.

The beginning of your essay needs...

One more supporting fact you might add is...

This part is unclear to me. Can you explain what...?

The conclusion can be made stronger by...

**Partner Feedback** After your partner gives you feedback on your draft, write one of the suggestions that you will use in your revision. Refer to the rubric on page 85 as you give feedback.

Based on my partner's feedback, I will...

After you finish giving each other feedback, reflect on the peer conference. What was helpful? What might you do differently next time?

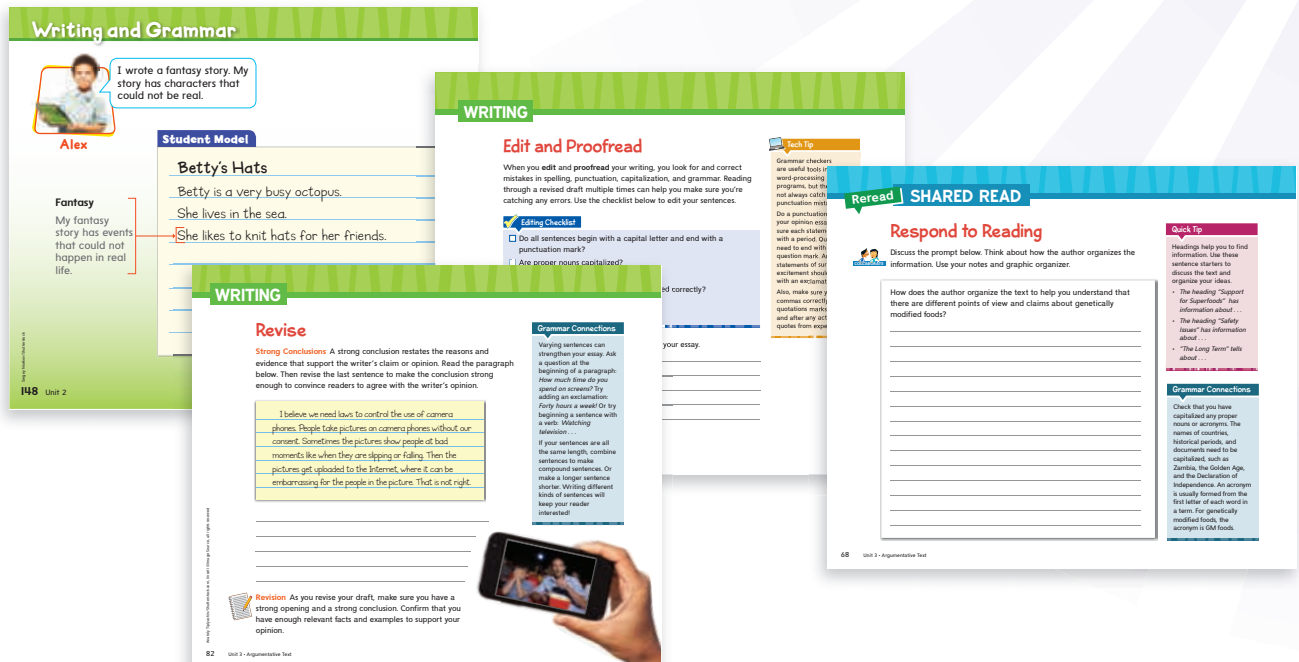
**Revision** As you revise your draft, use the Revising Checklist to help you figure out what text you may need to move, elaborate on, or delete. Remember to use the rubric on page 85 to help with your revision.

**Revising Checklist**

- ☐ Do I begin with an introduction that gives the main idea of the topic?
- ☐ Does each paragraph have a main idea and supporting details?
- ☐ Do I present information in an organized way?
- ☐ Do I use precise words and formal language?
- ☐ Do I end with a strong conclusion?
- ☐ Do I have correct grammar and spelling, including correctly capitalized proper nouns?

Unit 5 - Expository Text 83

Students work on extended writing in specific genres, carefully guided through the writing process from planning through presenting. Targeted minilessons and embedded opportunities for teacher and peer conferencing help students develop into effective writers.



The Writer's Notebook offers new blended learning options for writing instruction and independent practice. Students have a digital toolkit of writing and markup tools to use as they develop, rewrite, and publish

their pieces. Teachers and parents may log in to check for progress, and you can provide feedback digitally, making it possible for students to work through the entire writing process online.



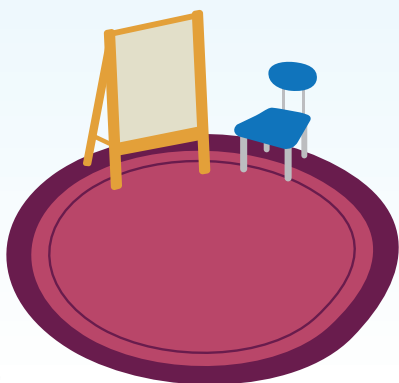
# WORKSHOP

# EXPERIENCE

## Interactive Read Aloud

- LISTENING COMPREHENSION
- SETTING INTENTION
- THE ESSENTIAL QUESTION

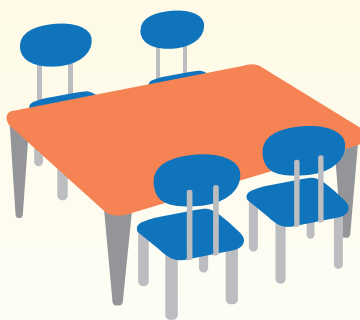
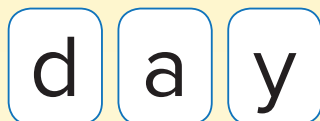
Create community in the classroom. Provide a model of good reading and motivate students to read on their own. In *Wonders*, we develop background knowledge and boost comprehension and vocabulary—while promoting critical thinking skills and developing oral language.



## Phonics and Word Work

- PHONOLOGICAL AND PHONEMIC AWARENESS
- PHONICS AND SPELLING
- HIGH-FREQUENCY WORDS
- HANDWRITING

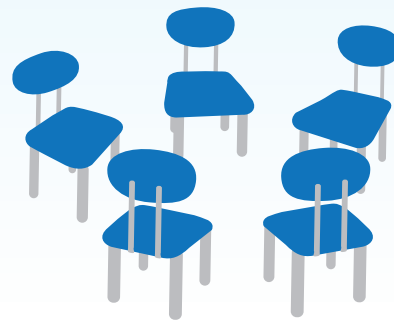
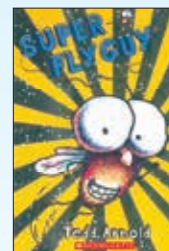
*Wonders* provides connected, integrated, and explicit foundational skills—building the base for strong readers. We help students move through word building, decoding, and encoding with print and digital practice.



## Shared Read Teach and Model

- AUTHENTIC ANCHOR TEXTS
- SKILL & STRATEGY MINILESSONS
- INTEGRATED WORD WORK

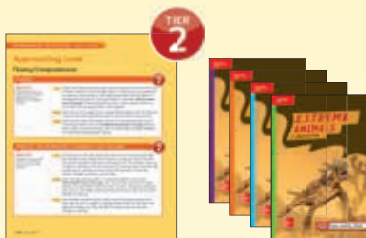
A genre text set in *Wonders* includes an anchor text in a specific literary or informational genre for shared and modeled reading. Exemplar and authentic anchor texts are at the center of literacy study, with paired selections for analytical comparison using Dr. Doug Fisher's Close Reading Routine.



## Guided Reading and Differentiation

- GUIDED READING
- COLLABORATIVE PRACTICE
- FLEXIBLE SKILL PRACTICE

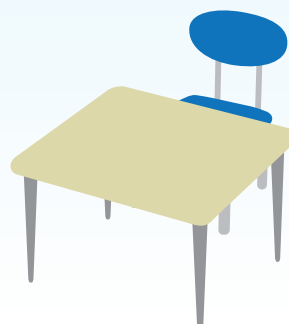
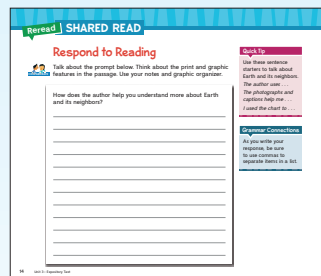
The *Wonders* leveled-text collection is designed so that all learners, across a broad range of strategic reading levels, will be motivated by captivating texts during guided reading instruction. Differentiated small-group instruction challenges and supports learners.



## If We Read About It, We Write About It

- TEXT DEPENDENT ANALYSIS
- GENRE PROCESS WRITING

Throughout *Wonders* instruction, in every grade level, if we read a text, we write about it—before, during, and after reading—with genre-based writing during writing workshop time. Students are supported by explicit writing process instruction at every step—from planning to publication.



## Independent Reading, Research, and Inquiry

- STUDENT CHOICE
- LITERATURE CIRCLES
- NOVEL STUDY

Teach it your way with Connected Extended Text Sets for novel study, literature circles, book talks, and deeper independent reading. Connect reading to Science and Social Studies content through research, inquiry, and project-based learning opportunities.

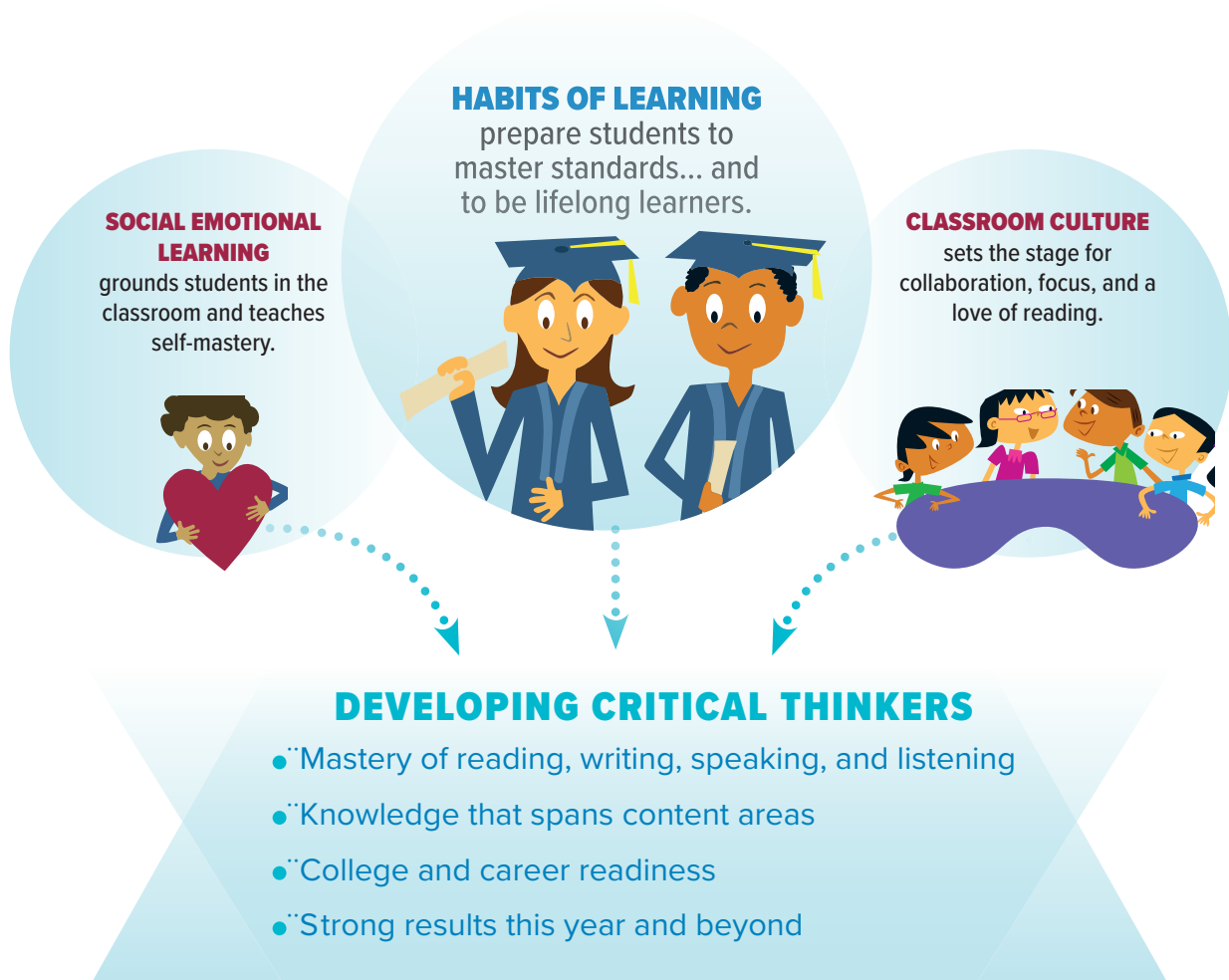


# TEACHING THE **WHOLE CHILD**

## READING, WRITING, AND CRITICAL THINKING

Your students are learning so much more than reading in your classroom. They're learning how to learn, how to master new content areas, and how to handle themselves in and out of the classroom. Research shows that learning these skills leads to increased academic success. **Wonders** resources have been developed to support you in teaching the whole child, for success this school year—and throughout their lives.

**Wonders** is organized around three related focus areas to help students learn how to learn and become critical thinkers: social emotional learning, habits of learning, and classroom culture.



These six habits of learning were specifically designed to encourage curiosity and critical thinking, and are reinforced throughout the year and across the grades. They teach children how to learn, and to master the skills that will prepare them for the high-stakes assessments. Each unit of instruction focuses on one habit that will set students up for success.

I use a **variety of strategies to understand.**

**make predictions**  
**take notes**  
 think about how a piece is organized  
**visualize**



I think **critically** about what I read.

**ask questions**  
 look for text evidence  
**think across domains**  
 make inferences



I write **to communicate.**

**think about my message**  
 think about my audience  
**talk with my peers**  
 use rubrics



I am **part of a community of learners.**

**listen actively**  
 build on others' thoughts  
**share what I know**  
 choose the right words  
**gather information before I act or speak**



I believe **I can succeed.**

**challenge myself**  
 stay on task



I am **a problem solver.**

**analyze the problem**  
 try different ways



Classroom culture fosters the development of your community of learners. Your Teacher's Edition highlights opportunities to strengthen classroom relationships, such as collaboration, restating your community focus, and developing a love of reading.

The resources in **Wonders** are designed to help you build mastery of reading, writing, speaking, listening, and thinking—across content areas—giving students the tools they'll need for academic success in every subject and every grade.

# Social EMOTIONAL Learning

Positive social emotional learning (SEL) gives young learners the critical competencies to experience success in school and life with understanding, flexibility, support, and resiliency. Research shows that students' ability to regulate their own emotions and behaviors affects their ability to build and maintain relationships with others, which in turn has a direct impact on their academic success.

## The SEL Curriculum for Grades K and 1

We are proud to partner with Sesame Workshop, the nonprofit educational organization, to provide an integrated approach to SEL skills within the *Wonders* curriculum. Key SEL foundations are sequenced through three interrelated strands: approaches to learning, social and emotional development, and executive function.



# The SEL Lesson Plan

Each SEL lesson is built on active engagement, carefully crafted to bolster each week's targeted literacy skills.



**Student-Centered Media** support a specific SEL competency. Additional resources help guide learning before and after co-viewing.

**Sesame Street Social Emotional Learning**

**WEEK 3**

**Today's focus:**  
Developing resilience and confidence as learners.

**Word on the Street: Confidence (8:55)** (MURRAY THE MONSTER)

**confidence!**

**family time**  
You'll find the "Word on the Street: Confidence" video and supporting activity in this week's school-to-home family newsletter.

**engage together**

**Let's Talk: We love to learn!**  
Think about all you might accomplish about and feeling confident.

- We are a classroom that works hard to learn new things.
- One thing I challenged myself, tried very hard, to learn is \_\_\_\_\_.
- One thing I am still challenging myself to learn is \_\_\_\_\_.
- Even though I don't always succeed, I feel great when I try.
- I believe in myself. I feel confident.
- What is one thing that was hard for you to learn?
- How did it make you feel when you learned it?

**explore together**

**Let's Watch: "Word on the Street: Confidence"**  
Get a preview for sharing today's free-act-out video.

- In today's video, Murray interviews people about one of my favorite words, confidence.
- First, let's watch and learn about today's word on the street.
- Then, we'll explore what we learned.

**After the video**

**Let's Share: What is confidence?**  
Directions: A shared definition of confidence.

- Now, it's your turn. Turn to a partner.
- You are going to interview one another using the same question Murray asked.
- Ask each other: What is confidence? When do you feel confident?
- You'll each talk for about a minute.
- Finally, I'll record our definitions on chart paper.

**connect the learning**

**Let's Play: The power of "yet!"**  
Model the importance of persistence and practice.

- There are many things we can do. Let's list a few of these things.
- However, there are some things we are just learning to do.
- Let's complete these sentence frames: I can't \_\_\_\_\_ yet!
- This one little word, yet, gives me the confidence to keep trying when learning something new gets hard.
- Let's brainstorm things we're learning to do, but can't do \_\_\_\_\_ yet!

**CONFIDENCE IS...**

- Feeling good about myself.
- Believing I can do it.
- Learning myself and others.

**Self-talk**  
When children are calm, model using positive self-talk to manage frustration and build their self-confidence. When I see like I'm about to become frustrated and want to give up, I say to myself: I believe in myself. I can do it. I will keep trying.

**SELF-CONFIDENCE**

**Engage Together** is an active learning experience that bridges students' prior knowledge and skills to the SEL concept.

**Explore Together** is a "view and do" experience that combines a media-based investigation with collaborative learning.

**Connect the Learning** through language-rich interactions that transfer students' understandings to everyday moments and learning at home.



**Research highlights a consistent relationship between family engagement and student achievement.**

We engage families in their children's education and development through a powerful home-school partnership that strengthens SEL skills.



## DEVELOPING BILINGUAL, BILITERATE, AND BICULTURAL STUDENTS

*Maravillas* provides you with a comprehensive set of resources to support K–5 Spanish language arts in your classroom. To offer equity of academic content, the instructional plans, genre studies, themes, skills, strategies, and test preparation mirror those of *Wonders*.



*Maravillas* was designed to help all learners honor and celebrate the richness of the Spanish language, Hispanic heritage and culture, and reflect the experiences of a diverse student population, while supporting deep instruction of Spanish foundational skills.

**AUTHENTIC LITERATURE:** These culturally relevant texts include authentic Spanish literature by well-known, award-winning authors from across the globe. All selections are connected to the grade's genre text sets, all with matching Lesson Cards for small-group or independent use.



**BRIDGE TO ENGLISH:** In schools fostering bilingual learners, the Bridge to English supports provide teachers with instruction that facilitates and expedites the transition from the Spanish language arts classroom to the English language arts classroom. These lessons address reading, writing, phonics, grammar, and usage.

### Bridge to English

**Essential Question**  
*In what ways can you help your community?*

**LANGUAGE OBJECTIVES**  
Share with students their English-learning goals for this lesson.

**VOCABULARY**  
- Learn new key and academic words.

**SPELLING AND PHONICS**  
- Pronounce r-controlled vowels.

**READING**  
- Read a fantasy about a girl's wish.

**GRAMMAR**  
- Understand action verbs and the simple past tense.

**WRITING**  
- Use a graphic organizer to write details; visualize a story using details.

**SPEAKING AND LISTENING**  
- Visualize and discuss details of an event.

**VOCABULARY**

**Key Words** Display the words in Spanish and in English. Ask students if they saw any of these words in the selections they read in this lesson.

Spanish	English	Part of Speech	Definition
concepto	concept	noun	an idea about what something is
generosidad	generous	adjective	kind and understanding; not selfish
visualizar	visualize	verb	see something in your mind
organización	organization	noun	a group that is formed for a purpose

Read the words and their definitions aloud. Point out the cognates. Then say the words in English again and have students repeat them after you. Provide the words in context.

When you have a **concept** about something, you have to **visualize** what it looks like. Use gestures, show pictures, or point to objects to support students' understanding. Write true/false statements on the board, such as: *If you are generous, you don't share things.* Say each sentence aloud and ask students if it is true or false.

**Academic Words** Display the words. Tell students they will use these words to talk and write about topics in English.

Spanish	English	Part of Speech	Definition
crear	create	verb	make something
exigir	require	verb	need to have or do something

Check students' understanding by asking questions.

Before you **create** something, do you **visualize** it? Does our school **require** uniforms? Have students add the new vocabulary words to their notebooks.

### SPELLING AND PHONICS

**r-Controlled Vowels** Ask students to name the five short vowels a, e, i, o, u. Write them on the board. Say the names of the vowels in Spanish, and then say the names in English. Have students repeat each vowel sound after you until they clearly pronounce each vowel correctly. Point out that while Spanish and English share the same vowels, their sounds are often different. Explain that sometimes when a vowel is followed by the letter r, the two letters create a new and different sound. Add an r after each vowel on the board. Point out that when an r is added to a vowel in Spanish, the vowel sound doesn't change. But when an r is added to a vowel in English, the pronunciation of the vowel can change a lot. Write these pairs of words on the board:

cat / cart   gem / germ   bid / bird   spot / sport   hut / hurt

Say each pair of words aloud, emphasizing the r-controlled vowels in the second words. Have students repeat the words after you. Tell them to pay attention to the r-controlled vowel sounds.

### READING

**Teacher Read-Aloud** Distribute copies of Reproducible U3G51. Tell students to listen for any words they learned in the Vocabulary lesson as you read the fantasy story aloud. Read slowly, using appropriate intonation and gestures. Have students follow along, using their fingers if necessary.

**Reread** Have students read the passage quietly to themselves. Then have them work in pairs to circle any words they know or recognize. Have them underline any words or phrases they don't know. Clarify the meanings as needed.

Ask students if they see any words in the passage that look like Spanish words (*chocolate, flower, petal, resist, stomach*).

Ask questions to check comprehension: *What did Carmen wish for? What happened after Carmen ate all the candy?*

Ask students to find words that contain r-controlled vowels in the passage (*Carmen, her, morning, flower, hurt*).

Call on a volunteer to read the passage aloud. Use corrective feedback; don't correct pronunciation errors until the student has finished reading.

**Social Language** Write the following words on the board: *candy, wish, chocolate, window, sky, climb, stomach.* Say a sentence using each word in context, but gesture a blank space instead of saying the word. Have students guess the correct word for each sentence. As a challenge, ask volunteers to use the words in their own sentences.

T95A UNIT 3, WEEKS 1 AND 2

Bridge to English T95B

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## SCAFFOLDED INSTRUCTION FOR LANGUAGE ACQUISITION

Scaffolded support for Spanish language learners is integral to the instruction in **Maravillas**. Texts are accompanied by scaffolded **Apoyo** features that are appropriate to students' language proficiency levels, along with an emphasis on academic language development. Spanish language learners at all levels are supported in both content and language acquisition.

**Aprendices de español** small-group and pair activities encourage students from varying proficiency levels to support each other as they learn, and ensure that all students can participate in the same skill and strategy activities.

### Apoyo Aprendices de español

#### Beginning/Intermediate

Ask children to describe where the man is. Ask: *¿Dónde trabaja el hombre?* Provide a sentence frame: *Trabaja en un supermercado.* *¿Cuál es su trabajo?* Provide a sentence frame: *El hombre se ocupa de las frutas y verduras.*

#### Advanced/Advanced High

Have partners discuss what the man is doing. Ask: *¿Qué hacen en el supermercado?* *¿Cómo puede el hombre ayudarlos?*

The **Enfoque en el lenguaje** feature presents cross-curricular academic vocabulary, collocations, forms, and structures that help students understand what they are reading and how to apply it in other contexts.

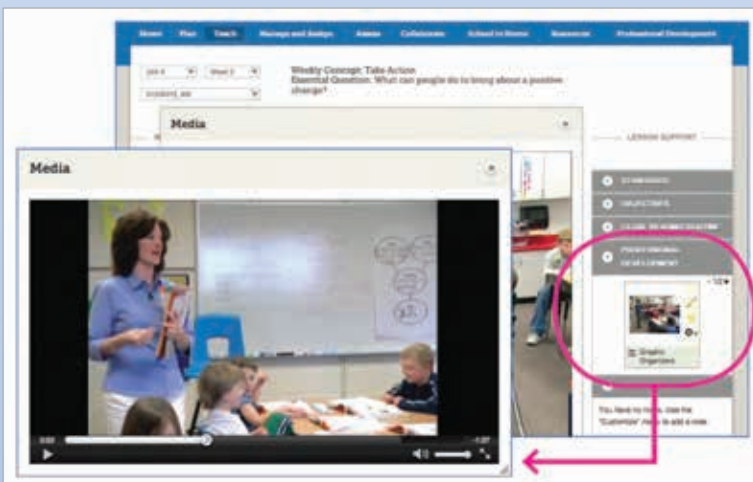
# PREPARE with PURPOSE

## PROFESSIONAL DEVELOPMENT RESOURCES FOR GETTING STARTED IN YOUR CLASSROOM

In the same way that you want to prepare your students for success, we want to ensure that you have the resources and support you need to implement **Wonders** with success—and confidence.

In the first unit of every grade, the Start Smart pages of your Teacher's Edition provide an overview and explanation of the instructional lessons and routines.

Your online Professional Development resources are available 24/7, on-demand, so you get the support you need, whenever you need it. You'll find Quick Start courses that will help you make the most of the digital workspace, classroom videos, coach videos featuring our authors, and whitepapers, as well as the **Instructional Routine Handbook** and **Research Base Alignment**.



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