WONDERS
MCGRAW HILL, 2023

PUBLICATION DATE: AUGUST 2024

Wonders is a digital and print resource for Grades K-5. Please see the [McGraw Hill website](#) and the publisher-provided information later in this report for product specifications. *Grades reviewed: K-5*

"There are many helpful resources available to utilize. Wonders ©2023 also does a good job of providing phonics, grammar, reading, and writing curriculum for almost all students."

Massachusetts Educator

Wonders

McGraw Hill, 2023

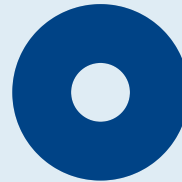### English Language Arts and Literacy, Grades K-5
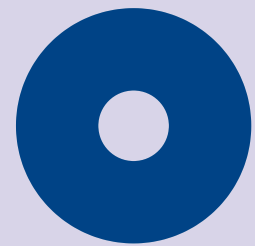Publication Date: August 2024

Text Quality and Organization

Classroom Tasks and Instruction
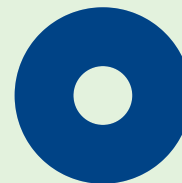
Foundational Skills

Standards Alignment

Accessibility for Students

Usability for Teachers

Impact on Learning

Classroom Application

Overall

Meets Expectations - Most or all evidence indicates high quality; little to none indicates low quality. Materials may not be perfect, but Massachusetts teachers and students would be well served and strongly supported by them.

Partially Meets Expectations - Some evidence indicates high quality, while some indicates low quality. Teachers in Massachusetts would benefit from having these materials but need to supplement or adapt them substantively to serve their students well.

Does Not Meet Expectations - Little to no evidence indicates high quality; most or all evidence indicates low quality. Materials would not substantively help Massachusetts teachers and students meet the state's expectations for teaching and learning.

Not Applicable (N/A) - Materials were not designed to address the criterion, and the publisher explicitly named the omission in legal submissions. This rating applies only to the Foundational Skills criterion in the K-5 ELA/Literacy rubric. It signals that the core curricular materials is without foundational skills and will need to be paired with a strong foundational skills resource to address all components of the core literacy block.

No Rating - Evidence is insufficient to generate rating.

CURATE

Overall

The Bottom Line

Wonders ©2023 engages students with a wide range of grade appropriate texts through reading and writing exercises, text-based analysis, and discussion prompts. Students with disabilities and those working above or below grade level are provided varied means to access content and demonstrate learning. A breadth of professional development resources for teachers, including an Instructional Routines Handbook and modeling videos, support implementation of materials for all students with explicit instruction embedded for English learners (ELs). Teachers will need to supplement materials with additional instruction for foundational learning of phonemic awareness and more diverse materials for deeper cultural understanding.

Standards Alignment

Text Quality and Organization

Strengths

- Texts demonstrate grade appropriate complexity and address a variety of topics that are worthy of students' attention. In Kindergarten, Unit 6, Week 3, students listen to *Waiting Out the Storm* by JoAnn Early Macken. The story addresses a young child's fear of a pending storm through a child's questions and their mother's responses. The story provides several Tier 2 vocabulary words, such as "fret," "snuggle," and "burst," as well as rhyming words. The illustrations are captivating and the content of the story is relatable to students.

- Texts vary in genre, length, and complexity to engage students. Texts include a variety of genres; informational, realistic fiction, folktale, poetry, fantasy, fables, opinion, and instructional texts are included. Long stories are paired with shorter texts, with a clear connection between companion texts, to hold students' attention. In Grade 4, Unit 1, Week 5, students read an argumentative article titled, *"Kids in Business."* This is followed up by a procedural text titled, *"Starting a Successful Business."*

- Materials include coherent sets and sequences of texts that help students build knowledge systematically. For example, in Kindergarten, Unit 1, Week 3, students study the essential question "How can your senses help you learn?" by reading multiple books on this topic such as *Senses at the Seashore!, I Smell Springtime, Taste of Purple, Rain, A Feast of the Senses, Sam Can See, and I Can See*. The overall text complexity for Grade 3 materials increases slightly across the year to support students' increased literacy skills. Anchor texts, shared reads, and texts in the Interactive Read Aloud vary in complexity at levels appropriate to the grade band. At the beginning of the year, texts range in quantitative complexity from 490L–860L and grow to 600L–860L by the end of the year (EdReports, 1D).

Challenges

- Texts that represent various cultures and perspectives are often written by White authors. For example, the historical fiction story, *Finding Lincoln* has a Black protagonist but is written by a White author. Similarly, in Grade 2 Unit 2, the picture book *Wangari's Trees of Peace: A True Story* from Africa is a story based on true events and written by a White author. Additionally, texts focus on a limited scope of diversity as representation is limited to ethnicity and does not acknowledge

diversity in family structures, religion, ability, gender, and sexual orientation.

- Select grade levels have a more even split between literary and informational texts than others. Grade 2 lacks nonfiction texts in comparison to fiction texts. Notably, there was only one biographical text set for Grade 2.

The Bottom Line

Materials include coherent sequences of texts that demonstrate grade appropriate complexity across a range of genres and forms. Teachers will need to supplement materials to ensure students are exposed to materials that represent various cultures and identities beyond ethnicity.

Classroom Tasks and Instruction

Strengths

- Materials provide for structured discussions that address grade level speaking and listening standards. Embedded structures and routines prompt students to critically learn from and listen to others. Protocols for "Collaborative Conversations" detailed on Page 19 of the Instructional Routines Handbook include routines and mini posters to guide students in discussion. Posters include sentence starters and reminders of rules of engagement for conversations with classmates. The Instructional Routines Handbook also includes videos, divided by grade band, that model productive conversations for students.

- Student work is text-based to support knowledge building and the development of textual analysis skills. Instructions explicitly require students to reference specific parts of text to examine materials. In Grade 5, Unit 4, Week 1, students are instructed to use the first paragraph on the Reading/Writing Companion section on Page 127 to "identify relevant details, descriptions, reasons, and evidence and record them in the graphic organizer" to analyze the author's perspective. Throughout the materials, students have many opportunities to answer both text-specific and text-dependent questions and complete tasks that are grounded in the text (EdReports, 1F).

- Explicit instruction and authentic application address grade level language standards. Language Development Cards for Kindergarten and Grade 1 provide a gradual release model for many different conventions of standard English. Practice for vocabulary acquisition and use is consistently embedded throughout lessons. The grammar "Practice Book" lesson in Grade 2, Unit 2, Week 4 focuses on combining sentences by joining two nouns in the subject. Students then use the coordinating conjunction to join nouns and form a compound subject. Students later practice subject-verb agreement to combine sentences. Vocabulary practice is integrated throughout lessons. In Grade 1, Unit 6, Week 4, vocabulary instruction is included in multiple sections (Introduce the Concept, Build the Concept, Extend the Concept, Teach in Small Group, Oral Language, and Vocabulary).

- Materials include a wide range of authentic writing opportunities for students. In Grade 3, Unit 3, Week 3, students analyze several essays before writing their own opinion essay to persuade an audience as they see fit. Students are also able to choose the format of their final project to express themselves authentically through a variety of writing forms. More than 20 final project options are listed for students to choose from, including a blog, editorial article, and diorama.

- Instructional materials provide opportunities for students to engage in a range and volume of reading. Literary and informational texts support the development of reading skills throughout the year. Literary texts include fable, fantasy, folktale,

legend, myth, poetry as well as realistic fiction. Informational texts include biography and autobiography and span a wide range of topics in science, history, and social studies. Throughout each week, students read and listen to anchor texts, paired texts, decodables, leveled readers, and shared reading. (EdReports, 1E)

Challenges

• None

The Bottom Line

Students engage with a high volume of varied texts to practice grade-level speaking and listening, writing, reading, and text-based analysis. Materials consistently integrate explicit vocabulary instruction, including differentiated instruction interventions, and modeling for collaborative conversations for students to authentically apply language standards.

Foundational Skills

Strengths

- Materials include explicit instruction and regular practice in phonics for Grades K-2 and advanced phonics for Grades 3-5. Lessons provide teachers with systematic and repeated instruction for students to hear, say, encode, and read each newly taught grade level phonics pattern. The lessons provide modeling using a variety of materials, including word-building cards, sound/spelling cards, phonics/fluency practice charts, and practice books (EdReports, 1N). Lessons within the materials often use an "I do, We do, You do" sequence. In Kindergarten, Unit 7, Week 2, students begin the week with an introduction to the letter/sound correspondences for the letters G and W. The following day, students listen to teachers and write if a spoken word begins with G or W. On the third day, students listen to the teacher model blending words with the G and W sounds and practice as a class. Later, students practice dictation for words with the G and W sounds independently.

- Materials include frequent opportunities for students to practice building fluency and automatic word recognition. Fluency practice is embedded on a daily basis throughout lessons. In Kindergarten, 40 High Frequency words are introduced throughout the year. Initially, two to three words are introduced per unit (e.g., can, I, the, we, see). Later, four to six words are introduced per unit beginning with Unit 7 (e.g., for, have, of, they, said, want). Lessons instruct teachers to explicitly model fluency to help students practice. In Grade 4, Unit 2, teachers remind students that expression can make texts easier to understand before modeling expressive reading. Students then choral read and mimic how the teacher read to practice speaking with varied prosody.

Challenges

- Lessons and activities do not adequately support high-quality, daily differentiation of foundational skills so all students can achieve mastery. For example, in Grade 1, Unit 3, Week 1, differentiated small group lesson ideas are a repeat of lessons taught to the whole group with limited hands-on activities to further involve students. Support lesson instructions for English learners (ELs) do not include sufficient opportunities for engagement of students who are learning English. While differentiation materials and resources such as Wonders Adaptive Learning and Differentiated Instruction pages within the Teacher's Edition are available, these resources are not comprehensive enough to push students to mastery.

- While materials support phonological awareness for Grades K-1, materials do not include explicit instruction and regular practice for advanced phoneme awareness for Grades 2-3. Materials to develop advanced phonemic awareness are limited in duration, interactivity, and variety. In both Grade 2, Unit 5, Week 4, and Grade 2, Unit

5, Week 1, phonemic awareness is limited to five minutes of practice followed by a worksheet.

The Bottom Line

Materials include practice and instruction for students to develop phonics and fluency skills. However, there are limited opportunities for students in Grades 2-3 to develop advanced phonemic awareness for foundational learning. Teachers will need to supplement materials to ensure ELs are provided with the support necessary to achieve mastery of foundational skills.

Classroom Application

Accessibility for Students

Strengths

- Materials provide varied means of accessing content through differentiation, adjustable materials, and accessibility measures to help teachers meet the diverse needs of students. In Grade 1, Unit 2, Teacher's Edition materials include a sidebar for differentiated instruction for four student groups (those approaching grade level, at grade level, beyond grade level, and ELs). Grade 4, Unit 1 includes a shared reading for ELs that is accompanied by vocabulary cards and word sets to help build background knowledge with two levels of suggestions for EL support. Additionally, materials are available in multiple modalities with students able to adjust font size, background colors, and closed captioning on videos for student customization.

- Embedded resources help teachers support students at various levels of English proficiency to access grade level content, cognitively demanding tasks, and opportunities to develop academic language in English. Kindergarten teacher resources include a variety of tools for teachers to support ELs such as a small group guide, designated EL instruction, ELA academic language with the cognates, online EL visual vocabulary cards, and newcomer cards. EL students are broken into beginner, intermediate, and advanced groups for leveled support. For each lesson in Grades 4 and 5, there is differentiated small group instruction for ELs that amplifies, rather than simplifies, grade level content.

- Materials provide students with disabilities or those working above or below grade level with varied means to demonstrate learning. In Grade 1, Unit 4, student comprehension is assessed through digital activities, graphic organizers, and online rubrics. Materials include a variety of approaches to maximize student learning opportunities. Students have multiple ways to process and learn new information, including individual and partner reading, small group and whole class discussion, investigations, opportunities to problem solve, and a variety of supports to deepen understanding (EdReports, 30).

Challenges

- Questions and tasks do not delve deeply into stories or experiences that promote cultural affirmation and value diverse identities, backgrounds, and perspectives. Throughout the materials, there are limited texts written by diverse authors. Of

the 57 books identified as diverse for Grade 1, eight are written by authors of color. Texts are not conducive to deep cultural learning as diverse characters do not play primary roles, highlight varied perspectives, or challenge existing cultural norms.

The Bottom Line

Materials provide students with disabilities and those working above or below grade level with varied means of accessing content and demonstrating learning. Strong support is embedded throughout lessons to bolster lessons for ELs. However, teachers will need to supplement materials to affirm diverse backgrounds, language, or identities beyond character representation.

Usability for Teachers

Strengths

- Essential questions consistently guide learning with a clear purpose. In Kindergarten, Unit 7, Week 2, there is a clear link between the essential question for the unit, "How do you take care of different kinds of pets" and the whole group stories, *The Birthday Pet, Lola and Bella, The Family Pet, and I Hug Gus.* The writing prompt, "What would your first day with a new pet be like?" also links directly back to the essential question. The Instructional Routines Handbook clearly explains intent for student learning. As outlined in the Instructional Routines Handbook, content and language objectives are independent of one another. Teacher resources also provide guidance to support the implementation of the curriculum and to enhance teacher understanding of the content (EdReports, 3A).

- Suggested classroom routines and structures support teachers in the implementation of materials. The video "Incorporating Flexible Groups and Reassigning Group Memberships" describes the use of different grouping options throughout the year. Teachers are instructed to both use data to form skill-based groups and allow students to choose their own groups. Variety in grouping strategies is recommended to build a strong classroom community and avoid potential biases that may arise from keeping similarly leveled students together.

- Materials include informal and formal assessments to measure learning and adjust instruction. In addition to formal assessments, materials include writing prompts, discussions, partner check-ins, and progress monitoring activities. In Grade 5, Unit 2, Week 1, a check-in for understanding is included at the end of each lesson. On Day 2, a "Student Check-In" exercise includes a quick formative assessment on comprehension in which students partner share responses using a check-in protocol for reflection. Teachers can find support in the Equitable Access to Instruction Handbook, the Assessment Handbook, and within daily lessons for accommodations to ensure students can demonstrate knowledge without changing assessment content (EdReports, 3L). Despite many strengths, assessments do not consistently include standards for the tasks being assessed.

- Materials include resources to help teachers set clear and high expectations for students. "Show Your Knowledge" rubrics, writing examples, answer keys, and student checklists guide teachers in setting expectations for students. "Show Your Knowledge" rubrics outline clear criteria that should be followed and evaluated using a four point Likert scale. Rubrics are available for a wide range of writing assignments. In Kindergarten, Unit 8, Week 3, students write and present their rendition of a fantasy story. Teachers are provided with a rubric to assess students' knowledge of grade appropriate narrative writing, speaking, and listening skills using a three point Likert scale.

- Professional development resources are specifically designed to build teachers'

knowledge of content. Wonders provides teachers with a library of professional development videos in areas such as the application of foundational skills, reading multisyllabic words, and routines for teaching decodable texts. Professional development topics include: Learn to Use Wonders, Ready-to-Teach Workshops, Science of Reading, Instructional Routines, Assessment & Data, Educational Equity, and Administrator Resources (EdReports, 3B). Educational Equity Resources support teachers with manuals and guides regarding culturally responsive teaching, social-emotional learning, supporting ELs, universal design for learning, and equitable access to instruction.

Challenges

- The effective implementation of curriculum is limited by unreasonable and inflexible pacing suggestions. The pacing of lessons is unrealistic for classroom application. There are 180 lessons that may be completed during a school year; however, it would be difficult to complete all 180 lessons in a typical school year, given interruptions such as testing, reteaching, or field trips. The same lesson activities are suggested for the 60-, 90-, and 120-minute blocks with minimal guidance on how to structure those activities within the varying time blocks (EdReports, 2H).

The Bottom Line

Materials include an array of teacher resources to support effective instruction and measurement. Clear learning objectives are advanced through consistent routines to set expectations for students. While there is a wide variety of professional development resources to support teachers, the suggested pacing for materials is unrealistically rigid given the variability within a school year schedule.

Impact on Learning

The Bottom Line

A DESE-commissioned policy brief found in 2018 that "research has yet to catch up to recent developments in curriculum materials." As with many comprehensive curriculum products currently in use, high-quality studies of student learning impacts that meets a definition of evidence in tiers 1, 2, or 3 as defined by ESSA are not yet available for *Wonders* ©2023. This is a promising and important area for further study.

Looking for more information? Read the full EdReports review or find a Massachusetts district using this product.

Mc Graw Hill Education

What the Publisher Says....

We asked publishers for information on product specifications and technological requirements, professional learning opportunities for Massachusetts educators, and diversity of representation in their materials. See what McGraw Hill had to say about *Wonders* ©2023.

Diverse Representation

Describe how you ensure that students of diverse races, ethnicities, nationalities, socioeconomic classes, family experiences, linguistic backgrounds, abilities, cultures, religions, genders, gender identities, sexual orientations, and other identities see themselves fully reflected and respected in your curriculum. For example, describe any bias or inclusivity review procedures you have in place and provide evidence of their efficacy.

Drawing from research, *Wonders* ©2023 authors and academic designers understand there are a number of factors that support classroom equity and echo the tenets of culturally responsive practices: high academic expectations for all students; a social-ly and emotionally positive classroom; a safe school climate; authentic and rigorous tasks; inclusive, relevant, and meaningful content; open and accepting communica-tion; drawing from students' strengths, knowledge, culture, and competence; critically and socially aware inquiry practices; and strong teaching and teacher professional support for equity and inclusion.

Wonders ©2023 includes:

- avenues for the development of a classroom community grounded in collabo-ration, risk-taking, responsibility, perseverance, and communication allowing all learners to find a pathway to deep learning and academic success.
- content that represents the lives and experiences of a range of individuals who belong to different racial, ethnic, religious, age, gender, linguistic, socio-econom-ic, and ability groups inequitable, positive, and non-stereotypical ways allowing all learners to see themselves reflected in the content they are learning.
- multiple methods to learn new material, discuss and grapple with challenging ideas, and personally connect to the content allowing all learners to develop perse-verance and dedication in their academic endeavors.
- pathways to meet the individual needs of all learners creating a more equitable learning experience.
- continuous opportunities to gather information about learners' academic progress through a variety of assessment methods allowing for timely feedback to learners and supporting differentiation for meeting the needs of all learners.
- open communication by developing regular and varied interactions with families about program content, providing opportunities for all families to be involved in the academic progress of their learners.

CURATE

Wonders ©2023 supports a culturally responsive approach by providing multimodal instruction and developing all domains of literacy for all students. Embedded in the instructional routines of *Wonders* ©2023, teachers are provided the support to work with students to build community, collaboration, and mutual respect through collaborative conversations. Together they read about, talk about, and write about texts that focus on an Essential Question. Students work together in small differentiated groups, as well as peer conferencing and research and inquiry activities.

In addition, differentiated small group work, differentiated texts, and activities provide pathways for all learners to access and connect to content while challenging themselves with new ideas and skills. The *Wonders* ©2023 focus on differentiation is designed to provide equity of access to content for all learners, ensuring they are active participants in their classroom community, academic discussions, and partner work.

Formal and informal assessments help teachers gather critical information about student progress, and our reporting technology helps teachers use that feedback to differentiate instruction quickly and effectively. *Wonders* ©2023 school-to-home communications in multiple languages help the families of students with home languages other than English engage in their learning and academic progress.

The texts in *Wonders* ©2023 introduce students to a diverse range of voices, races, and experiences. We believe that all children should be presented with the opportunities to engage in worthwhile tasks that challenge and expand their thinking, and that their materials be free from cultural, ethnic, ability, or gender bias. *Wonders* ©2023 authors, including Dr. Douglas Fisher, believe that all children should be represented in the texts they navigate and must be provided with a rich range of equitable opportunities to engage in worthwhile tasks with those texts. A commitment to multicultural education and our nation's diverse population is evident in the literature selections and themes found throughout every grade. The authors of the texts in *Wonders* ©2023 are as diverse as the texts themselves and represent a rich range of backgrounds and cultures, which they bring to their writing. For documentation regarding the diversity within *Wonders* literature at each grade level, please view the Diverse Literature Document online at **Resources>Resource Library>Teacher Resources> Diverse Literature Chart**.

In order to best support culturally responsive instruction and sustaining pedagogies, and to improve the educational experience for all students, *Wonders* ©2023 includes Culturally Responsive Lessons. These lessons provide research-based instruction that supports the development of all domains of literacy for all students. The Culturally Responsive Lessons in *Wonders* ©2023 connect to specific anchor texts within Wonders that highlight a diverse range of people and experiences and are accompanied by a separate digital Teacher's Guide that explains how to use these enriching lessons alongside core TE content.

Professional Learning

Describe any professional learning opportunities (materials or experiences, publisher-provided or otherwise) available for Massachusetts educators that are designed to support high-quality implementation of your curriculum.

Professional Development (PD)
PD is a key factor in implementing McGraw Hill programs with fidelity. The company has taken a diversified and scaffolded approach to delivering world class training. The PD comes in a variety of delivery methods. The particular mix of these delivery methods would be developed in a leadership meeting between McGraw Hill and the district or school leadership team.

Embedded Teaching Support
Resources designed to address immediate instructional challenges are embedded within the teacher's digital experience. Teachers have access to PD related to the topic they are preparing to teach when they are planning the lessons for their students. Embedded PD specifically supports teachers'

- content knowledge
- pedagogical knowledge (instructional practices)
- digital teaching and learning strategies

Implementation Support
Teachers and administrators have one-click access to comprehensive user communities and courses designed to support them every step of the way.

- Quick-Starts support the teacher in the first 3-4 weeks of implementation. The Quick-Start focuses on student enrollment, placement, and program tools and components.
- Implementation Course is a deeper dive into all program aspects including deeper use of tools, data, and reporting while also focusing on pedagogy, standards, and best practices for teaching.

Video Libraries
Many video libraries are available with teachers modeling instruction and classroom management techniques. Master teachers, authors, and literacy experts share their content and pedagogical knowledge and instructional techniques. Video libraries include subject specific support, pedagogical/instructional support, and digital instruction.

On-Demand Webinars
Learn from expert authors and educators with our free webinars and support resources on the leading topics in preK-12 education: 1:1 teaching, adaptive learning, Common Core State Standards (CCSS), digital curricula, educational technology, English language arts, Google tools for educators, personalized learning, social media, standards-based programs, teacher and administrator professional development,

and more.

Scheduled Live Webinars
McGraw Hill schedules regular webinars on a beginning and advanced basis for those using *Wonders*. The webinars include a variety of topics and also provide open office hours for questions and support.

White Papers
Written by industry experts, these informative papers can help educators learn more about engaging students, differentiating instruction, developing academic vocabulary, and much more.

Customized Trainings
McGraw Hill can provide both virtual and live trainings developed specifically for each district that will give support for program implementation. These trainings are delivered by McGraw Hill's professional development staff.

McGraw Hill and the district leadership team will develop the right plan to equip teachers to use the resources provided by McGraw Hill to make the maximum impact on students. Multiple opportunities for PD are available for all teachers, regardless of learning style.

Product Specifications

Describe what a school or district needs to implement your curriculum successfully, including instructional hours and technological infrastructure. Provide basic information about what products are associated with the curriculum (e.g., what texts a typical purchase includes, what tools are openly available online).

Wonders provides explicit directions for implementing the key components of the program in the daily Teacher's Edition lessons, using the core materials (the Teacher's Edition, Literature Anthology, and Reading/Writing Companion) every day. All materials required to complete daily literacy instruction are included in the program, either in print or digitally. All print resources are also available online.

Also, please see the online Professional Development tool "Suggested Lesson Plans and Pacing Guides" This includes 90min and 120min ELA blocks for each grade and each day, including both whole group and small group planning. Teachers will spend an average range between 100 to 150 minutes a week, or 20 to 30 minutes a day, planning for a 90 min language arts block of quality instruction. This time frame may extend for the first year of implementation as teachers become acquainted with new digital instructional resources, new instructional routines, new literature, and varied differentiation options available to teachers. All instruction is organized in a clear "I do, We do, You do" gradual release format for workable instructional chunks of facilitated instruction. Our professional development videos of classroom lessons provide clear demonstrations of what Wonders looks like in action.

Basic components of the *Wonders* program include:

- **Reading/Writing Companion:** With all core lessons in one place, the interactive Reading/Writing Companion student edition is the key to all instruction. The Reading/Writing Companion ensures 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.
- **Literature Anthology:** The Literature Anthology is a collection of rich, diverse, engaging anchor texts including a variety of genres and text exemplars as identified in the Appendices of the Common Core State Standards. All readings in the Reading/Writing Companion and the Literature Anthology are connected to the same Essential Question introduced at the beginning of each week. Learning is extended through instructionally and thematically linked paired texts and leveled readers in small group instruction. During independent reading and practice, students engage with Classroom Library Trade Titles.
- **Center Activity Cards:** Creative learning center cards reinforce each week's learning objectives with multiple levels of workstation differentiation and opportunities for collaborative conversations. Areas of study include: reading, writing, phonics/word study, science, and social studies.
- **Leveled Readers:** Leveled Readers are accompanied by lesson plans and are thematically connected to each unit of study. Instruction at each level addresses

the same subject, theme, content, skills, and strategies, with connection points to move up to the next level as soon as students are ready. (Levels: Approaching Level, On Level, Beyond Level; indexed by Lexile, Benchmark, and Guided Reading Levels.)

- **Classroom Library and Classroom Library Lessons:** To extend text choices beyond our Authentic Literature and leveled readers McGraw-Hill provides 22 titles at Kindergarten and 24 titles at grades 1-5 with online lessons to provide teachers with voice and choice around the curated text that makes up the Wonders suite of materials.
- **Foundational Skills Resources - Sound Spelling Cards, multimodal manipulatives, cards, activities, and games:** Sound-Spelling Cards go beyond traditional flash cards. Easy-to-use and durable, these cards support instruction in medial short-vowel sounds, final consonant sounds, and vowel variants. (Available in small and large size.) This also includes Visual Vocabulary Cards, word building cards and activities and games to support every explicitly taught phonetic sound in the English language.
- **Teacher Edition:** In addition to whole-group and small-group instruction, teachers will find frequent recommendations for quick checks, reteaching, and differentiation. Access Complex Text (ACT) support provides quantitative and qualitative measures of what makes a given reading challenging, with point--of-use instructional support. (Six volumes)
- **ELL Small Group Guide:** This separate teacher guide offers scaffold instruction to tackle core content and leveled practice through integrated domains to help ELLs transition to more proficient levels of English.
- **Data Dashboard:** The Wonders Data Dashboard gives you immediate and automatic recommendations for grouping, remediation, and reteaching. The data can be exported into district gradebooks systems for easy reporting.

All components are available digitally through our online portal. In addition, *Wonders* includes hundreds of instructional games targeting grammar, phonics, spelling, and syntax. Thousands of additional Leveled Readers, many on key science and social studies topics, can be downloaded in the classroom for students who may not have reliable internet access at home. With resources to support every component of a comprehensive Reading/Language Arts classroom, as well as additional support through white papers and online professional development, *Wonders* can be used flexibly in a variety of classroom settings, while still providing strong support for the development of skills and mastery of standards.

Publisher's Response

Note: For accurate information about the CURATE process, please see our [CURATE page](). To see how publishers submit their products for our consideration, please see our [call for submissions]().

McGraw Hill appreciates the opportunity to respond to DESE-CURATE's evaluation of *Wonders* ©2023, Grades K-5. We are dedicated to applying pedagogical research toward creating products designed to improve student and educator outcomes. We have drawn upon decades of rigorous literacy research and collaborative work with preeminent reading researchers and experts, including Dr. Doug Fisher, Dr. Tim Shanahan, and Dr. Jan Hasbrouck, to inform the design and development of our literacy solutions.

Wonders provides explicit and systematic instruction in foundational skills, built on standardized routines, assessment-driven instruction, gradual release, and multimodal learning. The program provides whole-group instruction, differentiated small-group instruction, and independent practice for the skills students are learning.

Daily phoneme awareness instruction occurs in Grades K-2. Grade 2 enriches key skills introduced in Grades K-1, extending instruction and practice for isolating, blending, and segmenting to words with 5+ phonemes as well as focusing on advanced manipulation skills (deletion, addition, substitution, and reversal).

The Differentiated Instruction foundational skills lessons use Wonders instructional routines and provide additional practice opportunities for students. Based on our ELL authors' input, Approaching lessons provide appropriate support for ELLs along with the Language Transfers Handbook. Additional instruction and practice are available in Adaptive Learning, Tier 2 PDFs, and Foundational Skills Kits.

McGraw Hill recognizes that equitable literacy education provides learners with the instruction they need, when they need it, while also providing a robust learning experience that addresses each of the skills and competencies identified as critical for successful literacy development.