Advisory Program Description

Name of Entity: **Wonders for English Learners © 2017**
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Type of Program: Core Program English Language Development Program
If this program is intervention or supplemental which component(s) of reading are addressed: ☐Phonemic Awareness   ☐ Phonics   ☐Fluency   ☐Vocabulary   ☐Comprehension
Grade Level: K-6
Summary of the program: *The Power of Connected English Language Development* Wonders for English Learners offers instruction specifically designed to create learning experiences that inspire confidence, increase student engagement, and build language skills. Lessons emphasize building speaking, listening, reading, and writing skills to improve both academic and social language and accelerate progress in the core classroom. All instruction connects with core Wonders content, providing a seamless pathway for students to access content at their proficiency level, build understanding, and engage in the core classroom. Reading Wonders for English Learners, a tightly-connected satellite English language development program to the core Reading Wonders series, was built from the WIDA ELD Standards and scientifically-based research of English language development instruction. It provides easy-to-use, effective English language development instruction designed to accelerate English Learners (ELs) through all language proficiency levels. It provides full access to a rich curriculum to ensure that the linguistic as well as academic needs are met, as mandated by the Common Core State Standards. The program includes Reading Wonders Adaptive Learning, a digital solution for individualized instruction and practice on foundational and language skills. Adaptive Learning covers phonological and phonemic awareness, phonics, structural analysis, word fluency, grammar and vocabulary development. Reading Wonders for English Learners is built to support the core instruction that happens in the Reading Wonders literacy block. The program provides flexible options, delivered in both print and digital, for a variety of needs. Reading Wonders Adaptive Learning also follows a gradual release model, first modeling the target skill, then providing opportunity for student practice and demonstration of mastery, and remediating as needed. If student performance in the system demonstrates adequate mastery of any skill, the system automatically advances that student to lessons at his or her challenge level. Teachers can monitor student progress through the reporting views and provide direct instruction, as needed using the provided recommendations. For further information on Wonders for English Learners product, resources, authors, testimonial, professional development and research, please visit: http://mhreadingwonders.com/products-wonders-for-english-learners

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NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver. *Each approved instructional program should classify itself under one type of instructional programming only.*

Core Instruction is instruction provided to all students in the class, and it is usually guided by a <u>comprehensive core reading program</u>. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a <u>supplemental program</u> in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a <u>specific intervention program</u> that focuses on one or more of the key areas of reading development. This type of instruction is needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.