

Advisory Program Description

Name of Entity: Wonders © 2017
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Type of Program: Core Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: K-6
Summary of the program: <i>Unlock the Wonders of Reading</i> McGraw-Hill Education helps educators improve the lives of all learners with differentiated programs and learning platforms to meet the needs of all learners. Wonders, a comprehensive K-6 ELA/ELD program, is designed to meet the challenges of today's classroom and reach all learners. A wealth of research-based print and digital resources provide unmatched support for building strong literacy foundations, accessing complex texts, engaging in collaborative conversations, and writing to sources. Wonders offers a connected suite of programs to support core English Language Arts (ELA) instruction, English Learners, intervention, and a full and equitable parallel Spanish program. Together, we can ensure literacy for life. Wonders is the first and only reading program designed specifically for the Common Core State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient CCSS instruction. Using a rich range of diverse print and digital media, Reading Wonders provides the instructional support and materials you will only find in a program that was created to teach the rigor, intent, and depth of the new Common Core State Standards. The program provides unmatched support for <ul style="list-style-type: none">• Building a strong reading foundation• Accessing complex text• Finding and using text evidence• Engaging in collaborative conversations• Writing to sources For further information on Wonders product, resources, authors, testimonial, professional development and research, please visit: http://mhreadingwonders.com/

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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 it is 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 comprehensive core reading program. 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 supplemental program 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 specific intervention program 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.