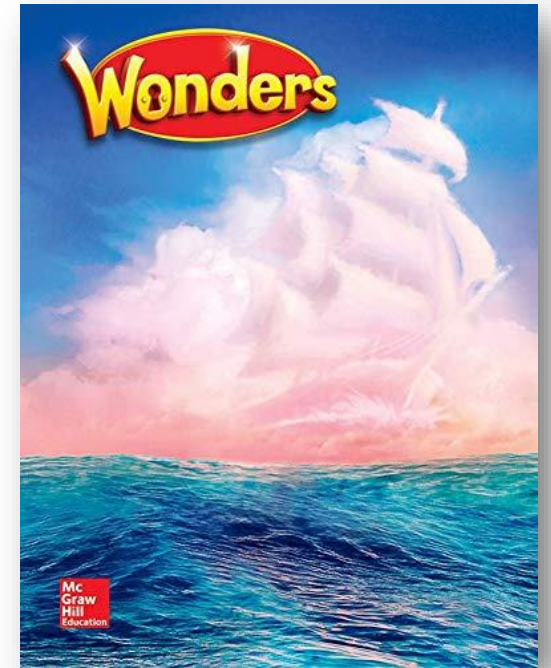# HQIM Workshop

Working with *Wonders*

mdek12.org

Office of Elementary Education and Reading

Division of Literacy

MISSISSIPPI DEPARTMENT OF EDUCATION

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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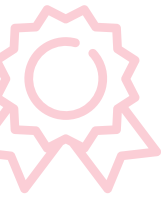
1 — **ALL** Students Proficient and Showing Growth in All Assessed Areas

2 — **EVERY** Student Graduates from High School and is Ready for College and Career

3 — **EVERY** Child Has Access to a High-Quality Early Childhood Program

4 — **EVERY** School Has Effective Teachers and Leaders

5 — **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6 — **EVERY** School and District is Rated "C" or Higher

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"Teaching is tough, but when teachers are provided high-quality, standards-aligned materials and training,
teachers can focus on bringing their lessons to life instead of spending extra time searching for materials or creating materials."

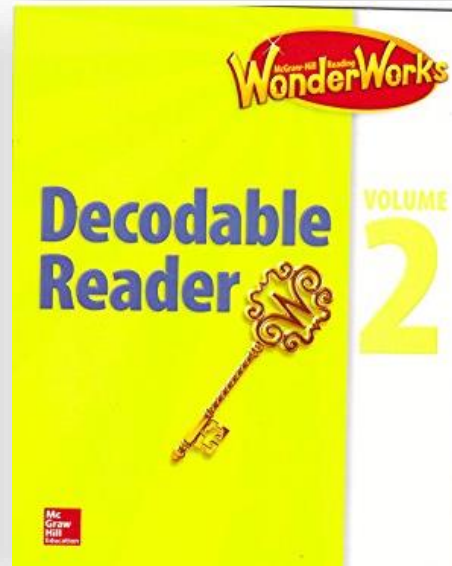https://msinstructionalmaterials.org/
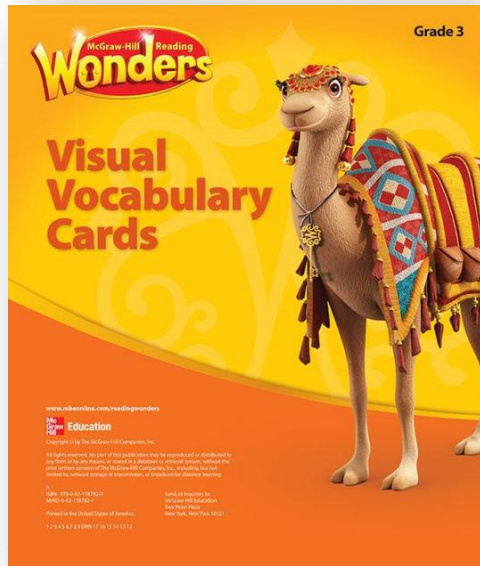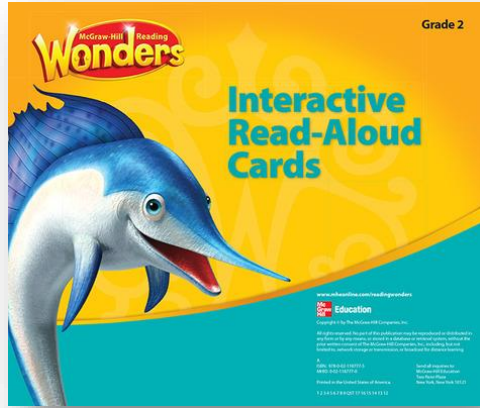
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- Take a Resource Dive
- Examine Effective Lesson Preparation
- Look at Routine Practice Review
- Understand Assessment Guidance
- View Standard-Aligned Instruction

Resource Dive

Determine which materials you have.

- Minilesson Resources
  - Reading/Writing Companion
  - Interactive Read-Aloud Cards
  - Visual Vocabulary Cards
- Authentic Literature
- Teacher Resources
- Small Group Resources
- Assessments
- Data Dashboard
- Integrated Support for English Language Learners

- Include a robust set of connected resources
- Are available in print and digital form and for download in the online component
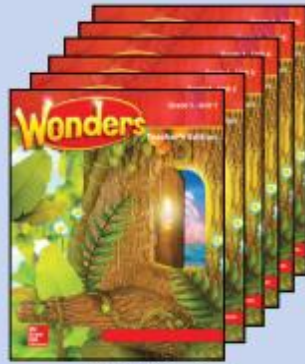
Teacher's Edition
Comprehensive support and guidance for small-group instruction, including differentiation for all students and integrated ELL support.

Print/Digital

Visual Vocabulary Cards
Full-color photo-word cards introduce specific vocabulary for the week, with Teacher Talk and Partner Talk activities for each word. They provide instructional support for vocabulary and language development.
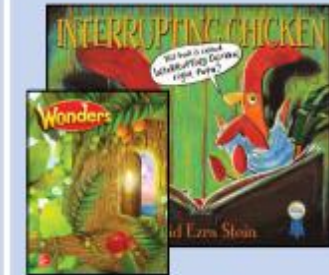
Print/Digital

Reading/Writing Companion
Interactive student edition; ensure 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.

Print/Digital

Literature Big Books & Literature Anthology
In Units 1-3, teachers use Big Books to read aloud, increasing students' listening comprehension. In Units 4-6, students begin to read a Literature Anthology to apply their skills and strategies to rich, authentic text, with stories and informational selections by award-winning authors and illustrators.

Print/Digital

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Color-Coded Lessons

- Reading
- Language Arts
- Small Group

Sequence of Lessons

- Explain
- Model
- Practice

Small Group Options

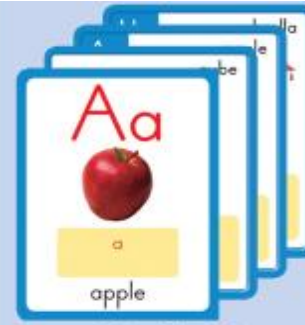- Whole group
- Small group
- Both

Lesson Type

- Flags
- Phases in close reading
- Genre focus

Workstation Activity Cards
Reinforce reading and language arts objectives, support collaborative conversations, and provide valuable science and social studies content with these creative learning center cards.

Print/Digital

Sound-Spelling Cards
Laminated cards support instruction in medial short-vowel sounds, final consonant sounds, and vowel variants.
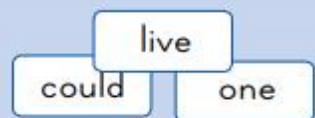
Print/Digital

Leveled Readers
Differentiated texts at four complexity bands. Each reader features a main selection accompanied by a paired piece with the same theme. Provide coverage of multiple genres and literary and informational texts.

Print/Digital

Leveled Reader Lesson Cards
Scaffold close reading of the Leveled Readers and provide support for accessing complex text features, responding to text-dependent questions, and writing about reading.

Print/Digital

High-Frequency Word Cards
Support acquisition of high-frequency vocabulary.

Print/Digital

Word-Building Cards
Support letter recognition and word-building skills.

Digital

The MDE does not support the use of leveled readers *when teaching students to read*.

- **Decodable Readers** should be used in K, 1st, and 2nd grade (and 3rd for below level readers with foundational skill deficits) to support learning to read.

- Leveled readers may be used as optional readers for students who have **strong decoding skills and are reading at or above grade level.**

- Districts are strongly encouraged to **review all components of their adopted HQIM to ensure alignment with the SOR** (structured literacy).

Classroom Trade Library
Support and extend learning with award-winning trade books, selected to provide extended readings of complex text across genres, themes, and concepts.

Print

Classroom Trade Library Lessons
Lessons to accompany each trade title, with support for the Close Reading routine and Accessing Complex Text, with student activity pages and support for collaborative conversations.
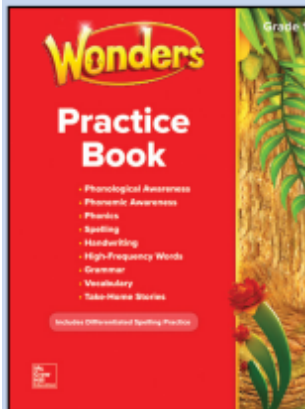
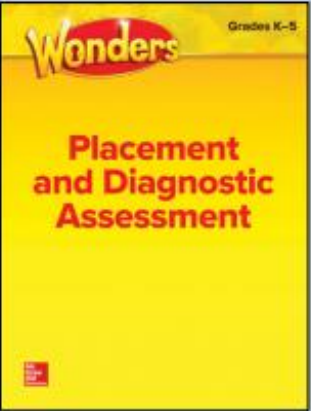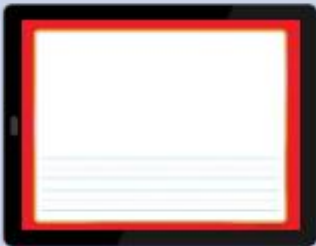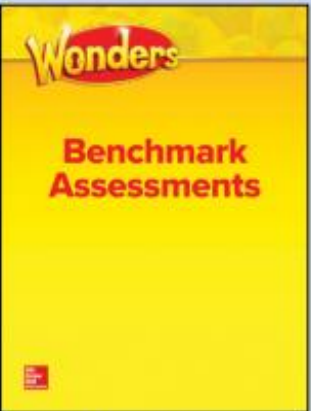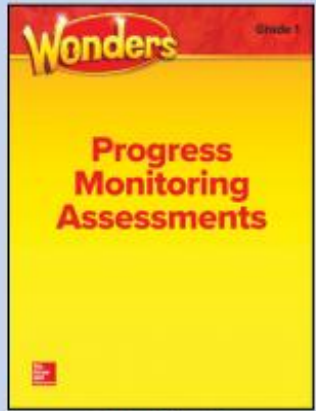*Digital*

Practice Book (BLM)
Blackline masters that provide multiple opportunities for students to master skills and strategies. Features phonics, phonological awareness, phonemic awareness, spelling, handwriting, grammar, vocabulary, and high-frequency word practice for each week of instruction, plus take-home stories.

Print/Digital

Leveled Reader Library
Over 2,800 leveled reader titles available online. Search by grade, keyword, theme, genre, skill, Lexile level, and reading level. Easily assign leveled readers to a student or class.

Digital

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Placement & Diagnostic Assessment

Placement assessments assist teachers in determining whether students are approaching, on, or beyond grade level or could be supported by intervention. Diagnostic assessments target phonological and phonemic awareness, letter naming and sight words, phonics and decoding, oral reading fluency, spelling, vocabulary, reading comprehension, and writing.

Print

Response Boards

Colorful, laminated work boards (write-on/wipe-off) supplement sound- and word-recognition practice.

Print

Benchmark Assessments

Assess progress toward end-of-year goals.

Print/Digital

Progress Monitoring Assessments

Weekly "fresh reads" offer students the opportunity to demonstrate mastery of weekly skills, and help teacher evaluate and monitor progress.

Print/Digital

Unit Assessments
Ensure valid assessment of student performance and progress, aligned to standards and measured against grade-level rigor. They are comprised of shorter foundational skills assessments and comprehensive assessments.

Print/Digital

Language Transfers Handbook
Guidance for transfer of phonics, grammar, cognates, and other skills to the study of English.

Digital

Language Development Practice
Blackline masters for targeted student practice to build English language skills.

Print/Digital

Language Development Cards
Support for vocabulary and language development for English Language Learners, following a gradual release model. For use with Language Development Practice pages.

Print/Digital

Newcomer Teacher's Guide

Provide instruction with three lessons for each conversation topic. Lessons build oral-language skills and give students opportunities to communicate with teachers, peers, and their community.

Print/Digital

Interactive Read-Aloud Cards

Engage students with read alouds that develop listening comprehension using complex text, and include a variety of genres – myths, fables, poems, expository texts, and more.

Print/Digital

Newcomer Lesson Cards

Designed to get students talking about school, home, and the world around them, these colorful illustrations and photographs stimulate conversations. Each card presents a topic from the Newcomer Teacher's Guide.

Print/Digital

Genre Read-Aloud Anthology

Provide engaging read-aloud experiences in a variety of genres. Point-of-use prompts focus on genre, comprehension skills and strategies, and oral vocabulary.

Print/Digital

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Good Job, Ben!
Print/Digital

Retelling Cards
Full-color cards feature modeled and guided retelling on the back of each card to support student retelling of main selections.

Our Community
Print/Digital

Decodable Readers
Engaging stories reinforce phonics instruction.

Photo Cards
Brightly-colored picture cards to increase content area and domain-specific vocabulary.

Print/Digital

Teaching Poster
Colorful, laminated posters (write-on/wipe-off) help you celebrate special days and reinforce concepts from instruction.

Print/Digital

Additional Digital Resources, including:

- Foundational Skills activities
- Collaborative Conversation student models
- Word Work, Grammar, Spelling, and Vocabulary Independent Practice
- Decodable Passages

- Differentiated Genre Passages
- Professional Development
- Data Dashboard (Reporting/Differentiated Instruction Tool)
- School-to-Home Support in nine languages

Lesson Preparation

The plan is complete. Let's prepare!

Annotation styles may vary from educator to educator; however, the overall goal is for all educators teaching the lessons to be prepared.

Annotating

- Involves making notes (marking up the lesson pages) in preparation for instruction

- Part of pre-planning that helps teachers better understand the flow of the lesson

Adapting

- Adjusting or scaffolding instruction to allow students equal access to the curriculum

- Allows all students the opportunity to process and demonstrate what has been taught

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**When teaching *Wonders*, the focus shifts
from planning to preparing.**

- The format is readily available in the *Instructional Routines Handbook* for each component.

- Teachers should focus on being prepared to present the material to the students by following the sequence in the teacher's guide.

- It is suggested that educators prepare by annotating the teacher's guide instead of re-writing plans.

## Color-code by highlighting:

- Pink for student actions
- Yellow for teacher actions

## Use abbreviations for quicker, easier annotations:

- V for volunteer
- NV for non-volunteer
- S for student(s)
- T for teacher
- TPS is for Think-Pair-Share
- Use student initials for specific notations for specific students.

Write in blue ink for:

- Analysis of each section
- Extra scaffolds, such as an anchor chart, that may be needed

Grades K-6

Professional Development

Suggested Lesson Plans and Pacing Guides
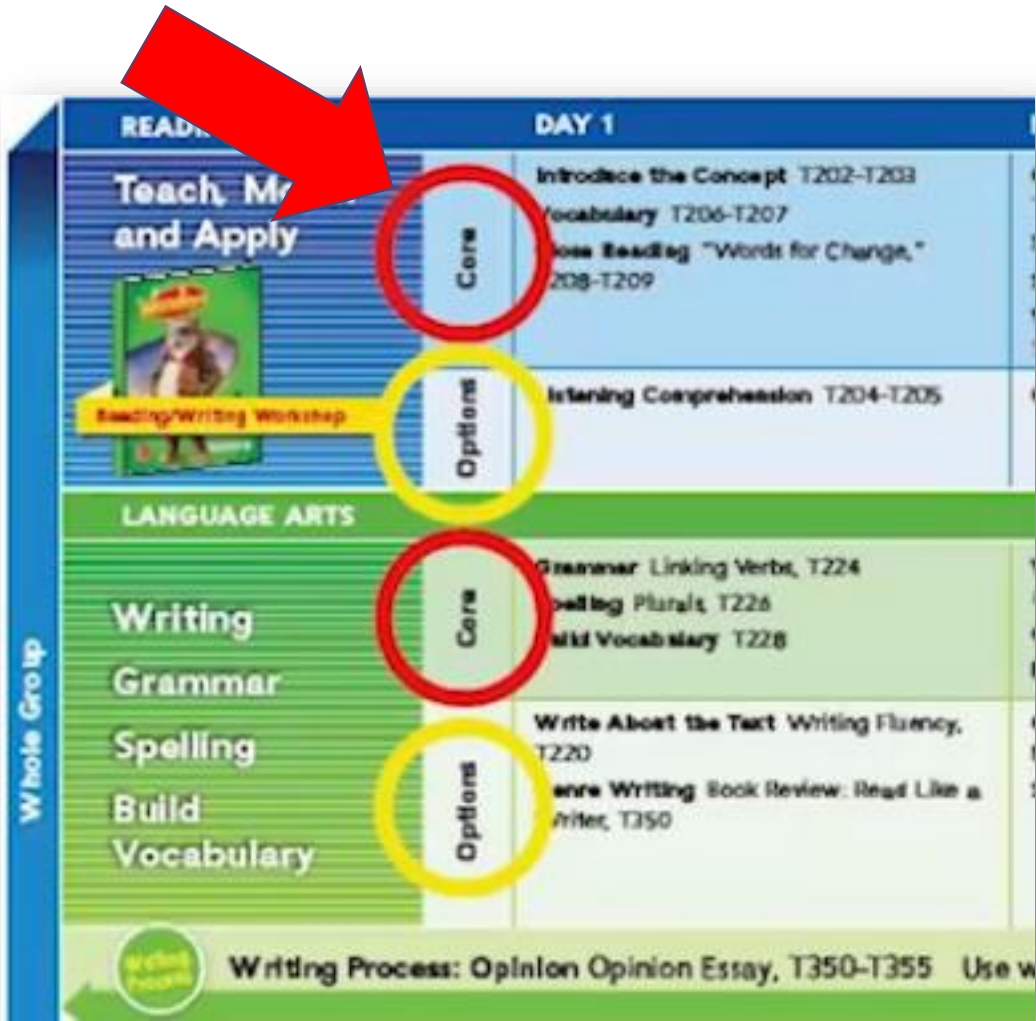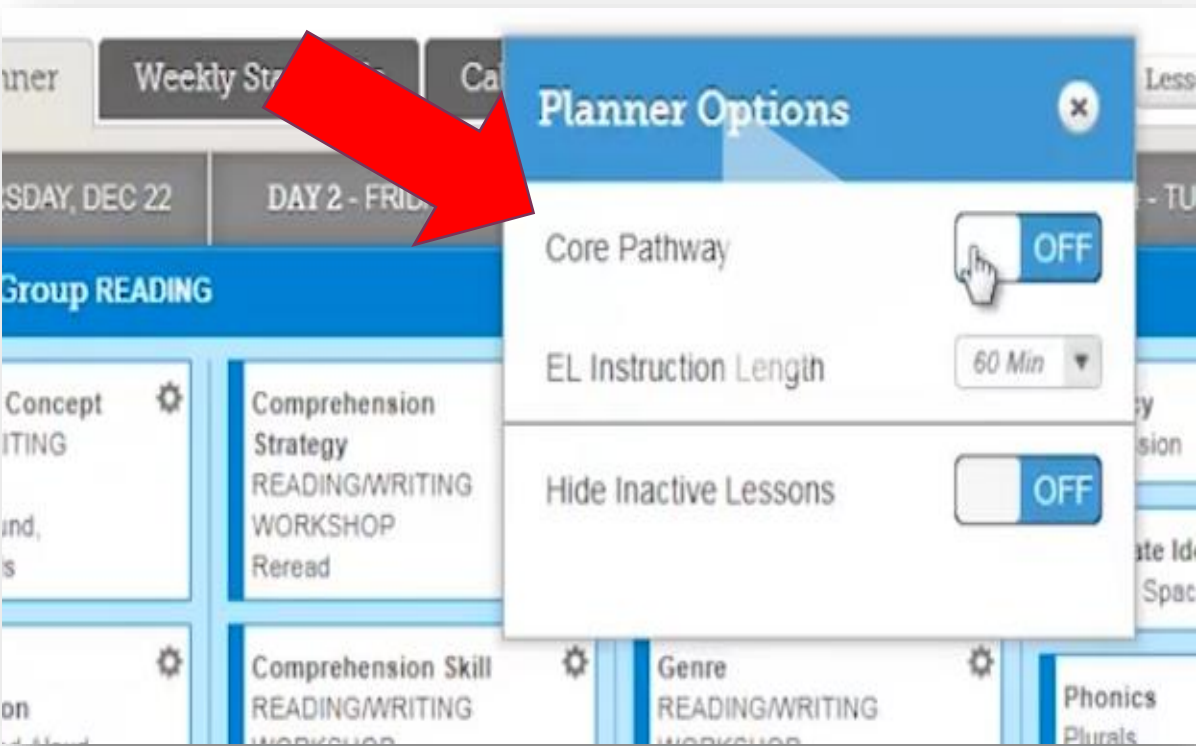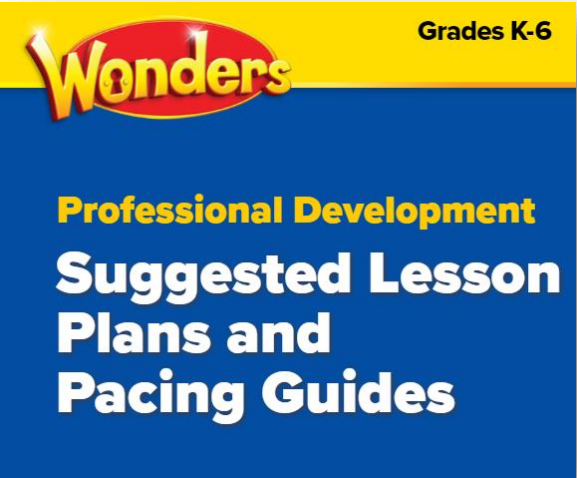
		DAY 1	
WHOLE GROUP		**PACING**	**CORE**
		5 Minutes	Introduce the Concept • Oral Vocabulary Words Reading/Writing Companion Talk About It
		10 Minutes	Literature Big Book Listening Comprehension/Close Reading (Units 1-3) Read Interactive Read Aloud (Units 4-6)
		20 Minutes	Word Work ◀◀ • Phonological Awareness

PHONEME BLENDING

1 Model Say: *I am going to say three sounds. Then I will blend the three sounds together to make a word. The first sound is /l/. The middle sound is /e/. The last sound is /g/. Listen as I put the sounds together: /l/ /e/ /g/, /llleeeg/, leg. The word is leg.*

2 Guided Practice/Practice Have children practice blending. Say: *Listen carefully to these sounds. Put them together to make a word.* Guide practice and provide corrective feedback as needed.

/e/ /d/	/r/ /e/ /d/	/m/ /e/ /t/
/f/ /e/ /d/	/l/ /e/ /t/	/n/ /e/ /t/
/b/ /e/ /d/	/p/ /e/ /t/	/p/ /e/ /n/
/j/ /e/ /t/	/s/ /l/ /e/ /d/	/b/ /r/ /e/ /d/

If children need additional practice blending phonemes to form words, see **Practice Book** page 81 or the online activity.

Phoneme Blending Routine

Introduce this routine by first blending two-letter VC words, such as *am* and *it*. Progress to CVC words that begin with a continuous sound (e.g., /f/, /l/, /m/, /n/, /r/, /s/, /v/, /z/). Next blend words that start with stop sounds (e.g., /b/, /d/, and /g/). Finally, blend words that begin with consonant blends and digraphs. Blending phoneme by phoneme should begin with two-phoneme words at the beginning of Kindergarten, move to three-phoneme words by mid-year, and then to four- or five-phoneme words in Grades 1 and 2.

1. **Explain** Briefly explain the routine and its purpose to students.

   Today we will be blending, or putting together, sounds to make words.

2. **Model** Say each sound in a word. Model how to blend the sounds to make the words.

   I will put sounds together to make a word. Listen: /s/ /a/ /t/, /sssaaat/, sat. The word is sat.

3. **Guided Practice** Have students practice blending words phoneme by phoneme, sound by sound. Do the first word with students.

   Listen to the sounds. Blend, or put together, the sounds to say the whole word.

/s/ /a/ /d/	/m/ /a/ /t/
/l/ /i/ /p/	/r/ /u/ /n/

   Now let's try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.

/h/ /a/ /d/	/f/ /l/ /a/ /t/
/w/ /i/ /sh/	/s/ /l/ /i/ /p/
/s/ /p/ /u/ /n/	/f/ /l/ /i/ /p/ /s/

4. **Practice** Students can practice independently by completing related pages from the **Practice Book** or doing Phonological Awareness Activities online. See Additional Strategies and Tips for Teaching Phonological Awareness on page 45 for more ideas for independent practice.

Teaching Tip

A phoneme is an individual sound and can be represented by a single letter, such as *s* for /s/, or by a combination of letters, such as *sh* for /sh/ or *oy* for /oi/.

Corrective Feedback

When students make mistakes during blending, stretch (or sing) the sounds together. Move your hands from right to left as you move from sound to sound to emphasize the changing sounds. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples.

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INTRODUCE SHORT *E*

1 Model Display the *Egg* **Sound-Spelling Card.** Teach /e/ spelled e and ea using the words *red* and *head.* Model writing the letter e. Use the handwriting models provided. *This is the Egg Sound-Spelling Card. The sound is /e/. The /e/ sound is spelled with the letter e. Sometimes the /e/ sound is spelled with the letters ea. This sound is at the beginning of the word egg. Listen: /eeeg/, egg. I'll say /e/ as I write the letter.*

2 Guided Practice/Practice Have children practice connecting the letter e to the sound /e/ by writing it. *Say /e/ the sound as I write the letter e. This time, you write the letter e five times as you say the /e/ sound.* Continue with the letters ea for /e/.

Need

Egg SSC

Handwriting Models

BLEND WORDS WITH SHORT *E*

1 Model Display the **Word-Building Cards** s, e, t. Model how to blend the sounds. *This is the letter s. It stands for /s/. This is the letter e. It stands for /e/. This is the letter t. It stands for /t/. Listen as I blend these sounds together: /ssseeet/, set.* Continue by modeling the words *beg, neck,* and *sweat.*

2 Guided Practice/Practice Display the Day 1 Phonics Practice Activity. Read each word in the first row, blending the sounds: /rrreeed/. The word is red. Have children blend each word with you. Prompt children to read the connected text, sounding out the decodable words.

If children need additional practice blending words with short e, see **Practice Book** page 83 or the online activity.

Need

WBC s/e/t

Sound-Spelling Cards Routine

Sound-Spelling Card

The Sound-Spelling Cards are a set of 47 full-color cards for the most frequently taught sounds. The front of each card shows the letter or letters that most commonly represent the sound, a familiar image to help students link the sound to a word containing it, and spelling variations of the sound. The back of each Sound-Spelling Card offers additional teaching support. See the Sound-Spelling Cards User's Guide at my.mheducation.com for more details.

1. **Explain** Briefly name and explain the task and its purpose.

   Today we will learn a new sound-spelling.

2. **Model** Teach the target sound. Show the Sound-Spelling Card. State the name of the letter(s) and say the sound the letter(s) represent. Then attach the sound to the name of the image shown in the picture on the front of the card. Point out the spelling(s) you will focus on; write each spelling as you say the sound.

   *This is the Ss Sound-Spelling Card. The sound is /s/. The /s/ sound is spelled with the letter s. Say it with me: /s/. This is the sound at the beginning of the word sun. [**Point** to picture on card.] Watch as I write the letter s. I will say the sound /s/ as I write the letter.*

   Point out any color-coding or hints on the cards, which include

   - cards with dotted borders represent sounds that transfer from Spanish to English;
   - cards with solid borders represent sounds that do not transfer from Spanish to English;
   - a red box before a spelling (e.g., __dge) represents that the spelling follows a short vowel sound;
   - a line within or after the spelling (e.g., a_e, gi_) signals that a consonant is missing.

3. **Guided Practice** Have students practice connecting the sound and spelling through writing.

   Now do it with me. Say /s/ as I write the letter.

   This time, write the letter s five times as you say the /s/ sound.

4. **Practice** Help students build fluency by reviewing the sound-spellings you have taught using the Word-Building Cards. Maintain a set of cards representing the sound-spellings taught. Display one card at a time as students chorally say the sound. Then mix up the cards and repeat at a faster pace. Spend no more than 2–3 minutes on this practice.

Teaching Tip

You may wish to cover up sound-spellings not yet taught with a self-sticking note.

Use the How to Make Sound section on the back of the card to describe how to make the sound.

After you introduce a card, display it on a wall frieze for easy reference.

Teaching Tip

Once students have mastered a sound-spelling, remove it from the review cards.

Day 2 Word Work

OBJECTIVES

Recognize and read grade-appropriate irregularly spelled words.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

ACADEMIC LANGUAGE

- *pattern, irregular*
- Cognates: *irregular*

Digital Tools

To differentiate instruction for key skills, use the results of this activity.

High-Frequency Words Activity

For more practice, use this activity.

Spelling

Word Sort with -un, -ut, -ug

1 Model Display the Spelling Word Cards from page 101 of the online Teacher's Resource Book, one at a time. Have children read each word, listening for short *u* and the ending sound.

-un	-ut
-ug	run
fun	nut
cut	bug
rug	

Use cards with the endings -ug, -un, and -ut to create a three-column chart. Then model sorting the words *bun, hut,* and *dug.* Say each word and pronounce the sounds: /b/ /u/ /n/; /h/ /u/ /t/; /d/ /u/ /g/. Say each word again, emphasizing the short *u* plus final consonant sound. Ask children to chorally spell each word.

2 Guided Practice/Practice Have children place each Spelling Word Card in the column with the words containing the same sound-spelling patterns (-un, -ut, -ug).

When completed, have children chorally read the words in each column. Then call out a word. Have a child find the word card and point to it as the class chorally spells the word.

If children need additional practice spelling words with short *u* see differentiated Practice Book pages 102-102B or the online activity.

Analyze Errors/Articulation Support

Use children's pretest errors to analyze spelling problems and provide corrective feedback. For example, the /u/ and /o/ sounds are formed

High-Frequency Words

could   one   three

live   then

1 Guided Practice Say each word and have children Read/Spell/Write it. Ask children to close their eyes, picture the word in their minds, and write it the way they see it. Display the high-frequency words for children to self-correct.

- Point out irregularities in sound-spellings, such as the /w/ sound spelled o in one.

2 Practice Add the high-frequency words *could, live, one, then,* and *three* to the cumulative word bank.

- Have children work with a partner to create sentences using the words.
- Have children look at the words and compare their sounds and spellings to words from previous weeks.
- Suggest that children write about buildings that people live in.

Cumulative Review Review last week's words using the Read/Spell/Write routine.

- Repeat the above routine, mixing the words and having children chorally say each one.

HIGH-FREQUENCY WORDS REVIEW

High-Frequency Words: Read, Spell, and Write to review last week's high-frequency words: *jump, move, run, two.*

AGAIN, HELP, NEW, THERE, USE

1 Model Display the **High-Frequency Word Cards** *again, help, new, there,* and *use.* Use the Read/Spell/Write routine to teach each word.

- **Read** Point to and say the word *again. This is the word* again. *Say it with me:* again. *Deb liked the book so much, she read it again.*
- **Spell** *The word* again *is spelled* a–g–a–i–n. *Spell it with me.*
- **Write** *Let's write the word in the air as we say each letter:* a–g–a–i–n.
- Follow the same steps to introduce *help, new, there,* and *use.*
- As children spell each word with you, point out the irregularities in sound-spellings, such as the /e/ sound spelled *ai* in the word *again.*
- Have partners create sentences using each word.

2 Guided Practice Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.

1. Rex fell down **again.**
2. Can you **help** fix this mess?

High-Frequency Words Routines

- Read/Spell/Write
- Reading Pre-Decodable Texts

Read/Spell/Write Routine

Remind students that high-frequency words are important to know automatically since they appear so often in text. Since they often do not follow regular sound-spelling patterns or contain sound-spelling students have not yet learned, students need to memorize the words by sight. Display the list of high-frequency words you wish to teach or review and guide students through this routine.

1. **Read** *This is the word* said. *Say it with me:* said. *My friend said she was hungry.*

2. **Spell** *The word* said *is spelled* s-a-i-d. *Spell it with me:* s-a-i-d.

   Briefly point out any spelling patterns students have learned to help them distinguish the word from other similar words and to ensure that students fully analyze the word.

   What's the first sound you hear in said? (/s/) What letter have we learned for the /s/ sound? (s)

   Repeat for any other known sound-spellings in the word.

3. **Write** Have students write the word multiple times as they spell it aloud.

   Your turn. Read the word, then write the word five times. Spell it aloud as you write it.

Teaching Tip

You can also have children write the word in the air as they say each letter.

WORDS WITH SHORT *E*

Dictation Follow the Spelling Dictation routine to help children transfer their knowledge of sound-spellings to writing. After dictation, give the spelling pretest in the **Practice Book** on page 85.

Pretest After dictation, pronounce each spelling word. Read the sentence and pronounce the word again. Ask children to say each word softly, stretching the sounds, before writing it. After the pretest, display the spelling words and write each word as you say the letter names.

leg	He scraped his **leg** when he fell.
beg	My dog likes to **beg** for food.
men	The **men** went to a party.
hen	A **hen** can lay eggs.
head	Cover your **head** with a hat.
bread	A sandwich needs two slices of **bread**.
grass	We played on the **grass** in the park.
spin	She watched the wheel **spin** around.
there	Please put the books over **there**.
again	We went skating **again** today.

English Language Learners can use the above list for their spelling pretest.

Routines

The spelling routines can be used each week with the differentated spelling lists. Students perform the same tasks using their leveled sets of words.

Spelling Routines

- Dictation
- Close Sort
- Open Sort
- Look-Say-Cover-Write-Check

Dictation Routine

Teach students to use this routine to sound out new spelling words. When you introduce the list at the beginning of the week, read aloud each word and the sample sentence; allow time for students to work through the routine and write the word before continuing to the next one on the list. Model each step and offer time for students to practice before having them use the routine independently.

1. **Say the word.** You may have students chorally say the word after you say it and use it in a simple context sentence (provided in the **Teacher's Edition**).

   Has. *Jim has a pet cat. Say the word with me:* **has.**

2. **Orally segment the word.** Have students say the word sound-by-sound. For multisyllabic words, have students say/clap the word syllable by syllable, and then segment each syllable. (See the Phoneme Segmentation Routine on page 40 for more details.)

   Let's listen to each sound in the word and count them. Has. /h/ /a/ /s/ I hear three sounds.

3. **Connect each sound to a spelling.** Guide students to connect each sound in the word or syllable to a spelling. Refer to the Sound-Spelling Cards as needed.

   What is the first sound? What letter (or letters) do we write for that sound?

4. **Check spelling.** Have students read the word and ask themselves if it looks right. Then display the correct spelling of the word so students can self-correct.

Teaching Tip

Allow students to use Sound Boxes to help them segment the sounds.

Corrective Feedback

If students have an error, refer them to the Sound-Spelling Cards. You can also associate the word to a known word with the same spelling pattern to help students make a connection.

Reading/Writing Companion, pp. viii–1

ESSENTIAL QUESTION

What jobs need to be done in a community?

Tell children that this week they will be talking and reading about jobs that people do in a community. Create a class Essential Question chart. Discuss the theme "Jobs Around Town." Children can name jobs they know in their community, and you can lead a discussion about why they think those jobs are necessary. You may choose to use the video or photos in your discussion of the Essential Question.

ORAL VOCABULARY WORDS

Use the Define/Example/Ask Routine on the print or digital **Visual Vocabulary Cards** to introduce oral vocabulary words *community* and *occupation*. Prompt children to use the words as they answer the questions.

Oral Vocabulary Routine

Define: A community is a place and the people who live in it.

Example: Jan's community has two schools, one hospital, and three parks.

Ask: Are there any parks in your community?

Define: An occupation is a job someone does.

Example: Teacher, doctor, and truck driver are all good occupations.

Ask: What occupation would you like to have when you grow up?

TALK ABOUT IT: JOBS AROUND TOWN

Have children turn to pages 10–11 of their **Reading/Writing Companion.** Guide children to discuss what they see in the photo.

- **Look** Have children look at the man working in this photo. *What do you think is this man's job? Why do you think his job is important in the community?*

- **Talk** Have children talk about the photo with a partner. Remind children to speak in complete sentences.

- **Write** Children can then fill in the graphic organizer on page 11.

Have volunteers share what they know about jobs as you fill in the class Essential Question chart. Explain that during the week, children will continue to add information to this chart.

READ THE SHARED READ

Genre: Realistic Fiction Tell children that "Good Job, Ben!" is realistic fiction. Explain that realistic fiction is a made-up story with characters, setting, and events that could happen in real life.

Anchor Chart Start a realistic fiction anchor chart. Ask children to name characteristics of the genre, and add them to the chart.

Start realistic fiction anchor chart

STRATEGY: MAKE AND CONFIRM PREDICTIONS

Explain Tell children that they can make predictions, before and during reading, about what they think happens and confirm whether they were correct as they read. Children should correct their predictions as needed.

CONNECT TO CONCEPT: JOBS AROUND TOWN

Explain that this week, they are reading about different kinds of jobs. Children can describe what jobs need to be done in a community. As you read, provide definitions for words children are not familiar with.

Take Notes As children read the selection, you may wish to have them take notes in the boxes provided. Children may take notes by:

- writing the letter *e*
- writing a word with short *e* or a high-frequency word.

Have children read each page aloud pointing to each word. Have them sound out or say the words in each sentence. Then read aloud the prompts.

The Shared Read routine in this section aligns with the lessons provided in the **Teacher's Edition**, but it allows you to take a flexible approach so you can meet the needs of all your students.

Shared Read Routine

1. **Set a purpose.** Before students read the Shared Read, have them preview the text and think about the genre study's Essential Question. Then have them set a purpose for reading by responding to the prompt in the **Reading/Writing Companion.** Remind them to annotate the text as they read, noting interesting words and key details.

2. **Read the text.** Students read the text through once to get the gist of the selection.

3. **Respond to Read prompts.** Guide students to answer the prompts in the Reading/Writing Companion. Provide modeling and/or scaffolding as needed. The **Teacher's Edition** offers support for the prompts in the Reading/Writing Companion and provides additional prompts with scaffolding for students who need extra guidance.

4. **Summarize.** Have students use their notes to orally summarize the text with a partner. Then have them write a summary in their writer's notebook.

5. **Respond to Reread prompts.** Guide students to answer the Reread prompts collaboratively to analyze the author's craft and text structure. Encourage students to reread the text during this process. The Teacher's Edition offers scaffolding suggestions for these prompts on the Craft and Structure pages.

Teacher Tip

Use the Access Complex Text boxes to scaffold students' comprehension. These boxes identify and provide support for elements of the Shared Read that may be challenging for students.

- Each genre study includes an anchor text and a paired selection.

- Teachers follow the close reading routine to read and reread the anchor text and paired selection.

- As students read and reread, they complete the pages in the Reading/Writing Companion.

Reading/Writing Companion
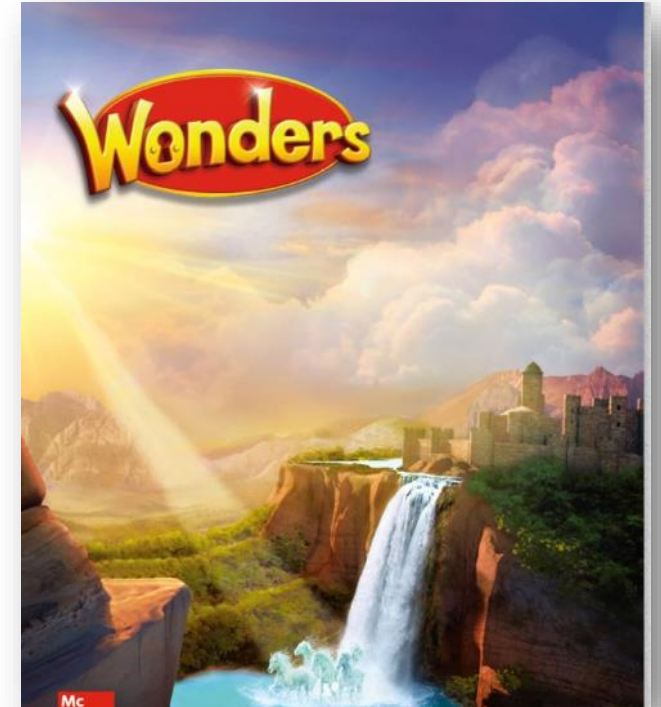
Literature Anthology

WRITING

Expert Model

Features of Realistic Fiction

Realistic fiction is a form of narrative text. It tells a made-up story that could happen in real life. Realistic fiction

- uses sequence words to tell events in the order they happen
- includes dialogue to develop the plot and characters
- gives sensory details to help readers see, hear, smell, taste, and feel the characters' experiences

Analyze an Expert Model Studying realistic fiction will help you learn how to write a story. **Reread** page 179 of *Aguinaldo* in the **Literature Anthology**. Write your answers below.

How does the nursing home influence the plot? _____

_____

Literature Anthology: pages 178–189

Word Wise

On page 181 of *Aguinaldo*, the author uses the Spanish word *hola*, meaning "hello." The author uses other Spanish words throughout the story. By including Spanish words, the author makes the cultural setting of the story more realistic.

REALISTIC FICTIO

Plan: Choose Your Topic

Freewrite With a partner, talk about the times you have felt nervous, such as being on stage or trying a new activity. In your writer's notebook, write all your ideas and thoughts down as quickly as possible. Include as many sensory details as you can. Do not worry about spelling, punctuation, or grammar.

Writing Prompt Choose one of the events from your freewriting. Write a story about a character who is nervous about trying something new.

I will write about _____

Purpose and Audience An author's purpose is his or her main reason for writing. For example, an author writes to inform, or teach; to persuade, or convince; or to entertain.

Think about the purpose for your story. What do you want the reader to think or feel?

My purpose for writing is to _____

Think about the audience for your story. Who will read it?

Quick Tip

Think about the order of events in your story. Writ or draw what happens fi next, and last.

Use these sentence start

- *My story will start with*
- *The middle of my story will be about . . .*
- *I will end my story with*

First

↓

Next

WRITE ABOUT THE SHARED READ

Analyze the Prompt Explain to children that you are going to work together to write a response to a question. Read the prompt aloud. *What jobs are in "Good Job, Ben!"?* Confirm that children understand what the prompt is asking. Say: *To respond to this question, we need to look at the text and illustrations in "Good Job, Ben!"*

Find Text Evidence Explain that you will reread the text and take notes to help answer the question.
- Read aloud pages 14–16. Say: *The text and pictures tell about the people Ben and Mom see. The people have different jobs. For example, on page 15, a woman drives the bus. She is a bus driver. This is her job.*
- Point to the illustration on page 16. Say: *Ben and Mom want to cross the street. A woman helps them cross. She is a crossing guard. This is another kind of job.*
- Say: *These examples help us answer the prompt. Let's write the jobs* bus driver *and* crossing guard *in our notes.*

Write to the Prompt Reread the prompt to children.
- *What jobs are in "Good Job, Ben!"?*
- Say: *For our first sentence, let's tell what we will write about. This is called a topic sentence. Let's write the first sentence together: The story "Good Job, Ben!" tells about different jobs.* Write the sentence.
- Then say: *The notes we wrote tell about the different jobs in the story. We can use our notes to write the next sentence. Our first note told about a person who drives a bus. Let's write this note as a sentence. One job is bus driver.* Write the sentence. *Let's use our notes to write more sentences about jobs.*
- Track the print as you reread the notes. Guide children to dictate complete sentences for you to record. Read the final response as you track the print. If needed, write these sentence frames and model how to complete one using the notes: *Another job is _____ . The men _____ . The vet _____ .*

Allow for 2 volunteers to answer.

Have students write in the R/W companion.
Model taking notes on the board

Routine

This routine aligns with lessons provided in the **Teacher's Edition,** but you can also use it when students respond analytically to any text.

Teaching Tip

Read the sentence starters and model a response as needed. For Shared Reads, use the Think Aloud provided in the Respond to Reading lesson in the Teacher's Edition.

Corrective Feedback

If students do not cite text evidence in their responses, prompt them to do so. You might ask:
- *What did you read that made you think that? Find the text evidence to support your answer.*
- *Where in the text did the author say that? Show your partner the page.*
- *Which words in the text provide evidence for your conclusion?*

Analytical Writing Routine

1. **Analyze the prompt.** Ask students to work with a partner to read the prompt. Help them identify key language in the prompt and what it is asking them to do. If necessary, define more difficult academic terms in the prompt.

2. **State a clear topic or opinion.** As students talk about the prompt, encourage them to use the sentence starters to help them focus their discussion. Model for students how to use them to figure out the best way to respond to the prompt.

3. **Cite text evidence.** Have students go back into the text to find evidence to support their ideas. Encourage them to:
   a. Evaluate the strength of the evidence as support for the response
   b. Make inferences
   c. Synthesize information
   d. Organize their notes by grouping related ideas or information together
   e. Link reasons for opinions or arguments together

4. **Provide a strong conclusion.** Remind students that well-developed analytical writing ends with a conclusion that restates the topic or opinion. Model for students how to write a strong conclusion.

MISSISSIPPI DEPARTMENT OF EDUCATION

- Students show what they learned by completing spiral review activities.

- Extend your learning follows spiral review activities with opportunities for students to track their own progress.

TRACK YOUR PROGRESS

WHAT DID YOU LEARN?

Use the rubric to evaluate yourself on the skills that you learned in this unit. Write your scores in the boxes below.

4	3	2	1
I can successfully identify all examples of this skill.	I can identify most examples of this skill.	I can identify a few examples of this skill.	I need to work on more.

☐ Point of View   ☐ Synonyms and Antonyms

☐ Author's Point of View   ☐ Greek Roots

☐ Context Clues

Something that I need to work more on is _____ because

SHOW WHAT YOU LEARNED

Spiral Review

Read the selection and choose the best answer to each question.

You have learned new skills and strategies in Unit 3 that will help you read more critically. Now it is time to practice what you have learned.

A Political Pioneer: ANN RICHARDS

- Author's Point of View
- Author's Purpose
- Context Clues
- Flashback
- Point of View
- Sequence

[1] In 2003, Ann Richards said, "...to make things change for the better, that's a lifelong pursuit." Ann's lifelong pursuit was filled with passion and energy.

Early Life

[2] Dorothy Ann Willis was born September 1, 1933, in

EXTEND YOUR LEARNING

DRAW A MAP

The purpose of a state product map is to show pictures of the major crop and products produced in the state. A product map is a good way to present and discuss information.

- Research major crops, animals raised, or industries in your state.

- Create a map of your state showing pictures of the products. Make a map key to show what the pictures represent. Include a compass rose.

1. Using the Word Work lesson provided, add annotations that would be useful for an educator as he or she prepares to teach the content.

2. Refer to slide 24 for recommended annotations.

3. You may use the pink and yellow highlighters, sticky notes, and pens provided.

4. Compare annotations with a partner and discuss the difference between lesson "planning" and lesson "preparing."
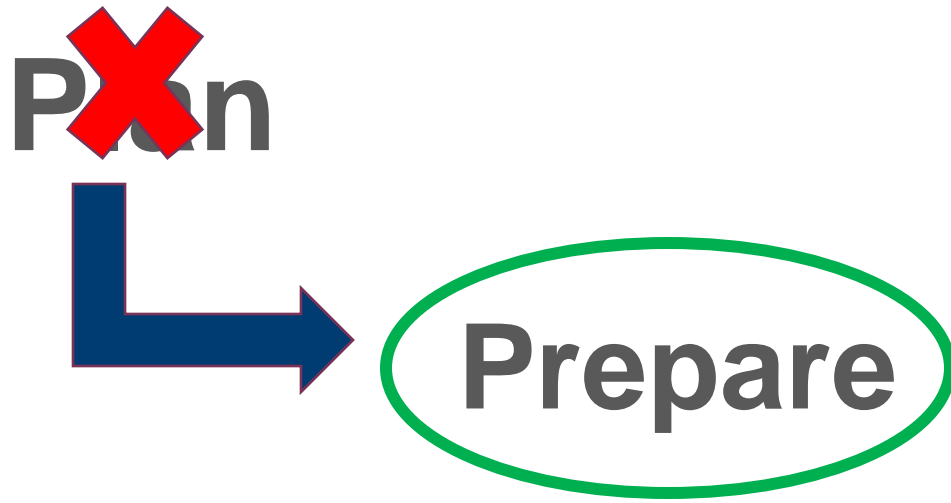
- How do your teachers currently plan?

- Does your current planning give each teacher in the grade level the time to **prepare** materials and review routines needed for the lesson?

- Could it benefit your school to allow teachers to **prepare** by **annotating** lesson plans that are already available?

Routine Review

Routines make everything easier!
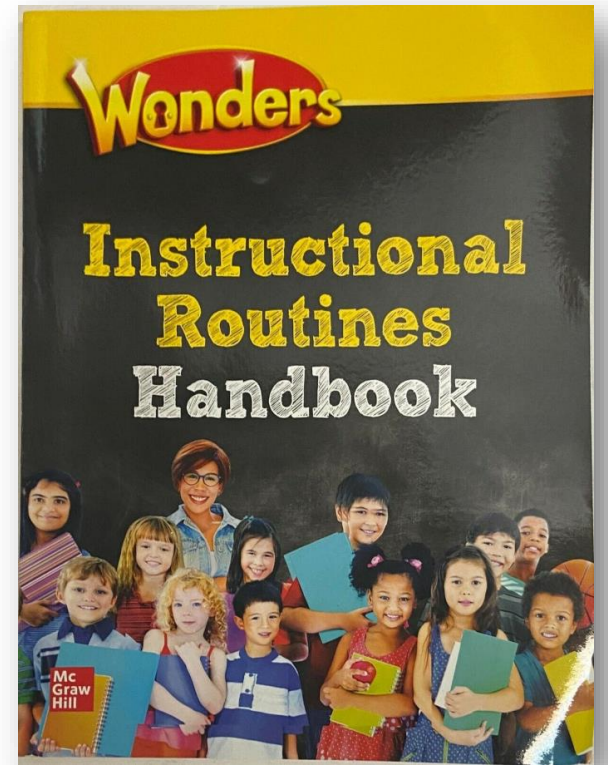
- **I Do:** The teacher explains and models to the students what they are learning to do.

- **We Do:** The teacher and students work together and share the instruction. Students practice while the teacher guides and teaches.

- **You Do, I Watch:** Students practice while the teacher observes and offers immediate corrective feedback.

- **You Do It Alone:** Students work independently.

A structure for successful instruction

Teacher Responsibility

Focus Lesson — "I do it"

Guided Instruction — "We do it"

Collaborative — "You do it together"

Independent — "You do it alone"

Student Responsibility
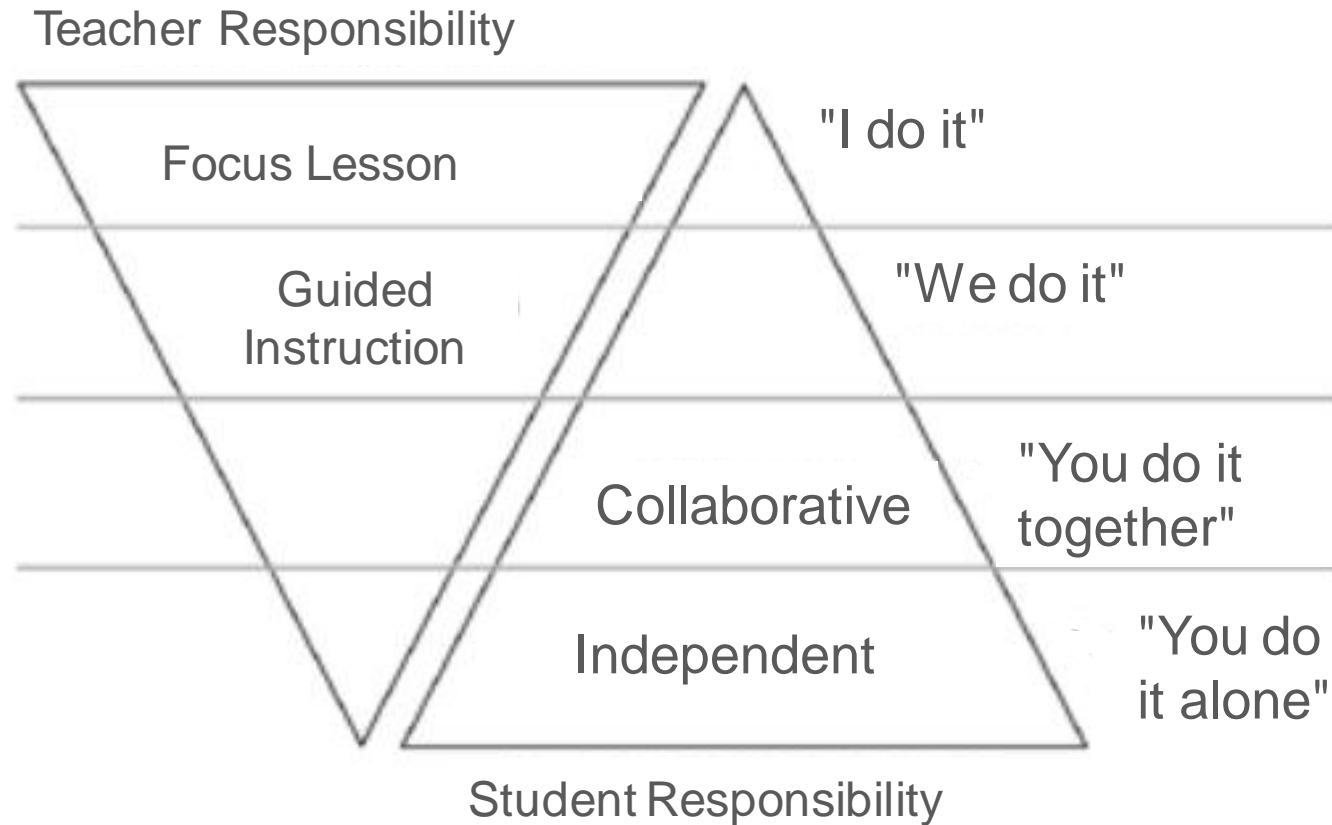
Instructional routines are important because they…

- Effectively organize instruction

- Help set clear expectations for students

- Help teachers scaffold instruction

- Minimize instructional time and teacher talk

- Maximize student participation
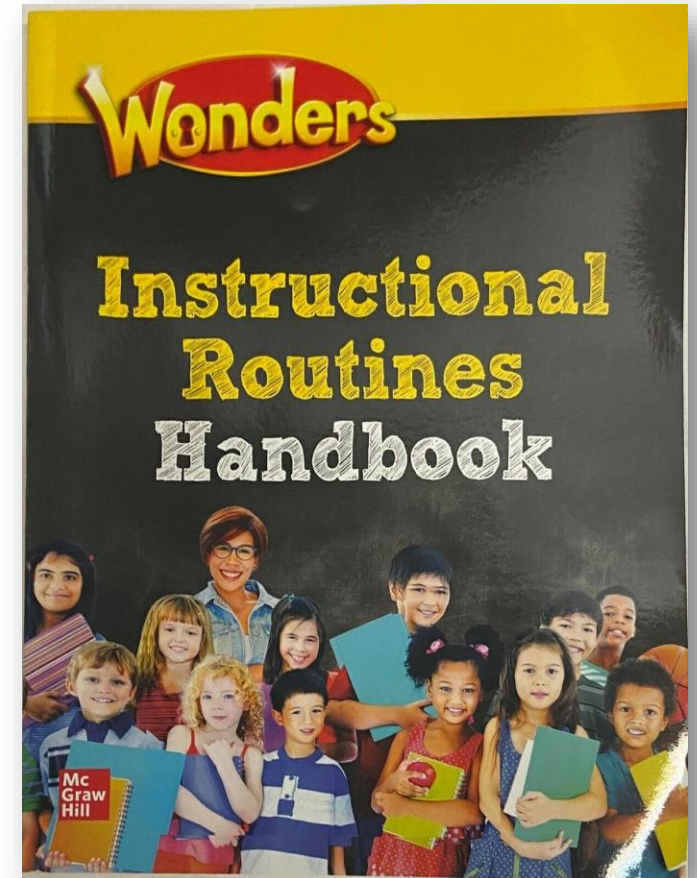
- Sentence Segmentation
- Identify and Generate Rhyme
- Syllable Segmentation
- Onset and Rhyme Blending
- Onset and Rime Segmentation

- Phoneme Categorization
- Phoneme Blending
- Phoneme Segmentation
- Phoneme Deletion
- Phoneme Substitution
- Phoneme Addition
- Phoneme Reversal
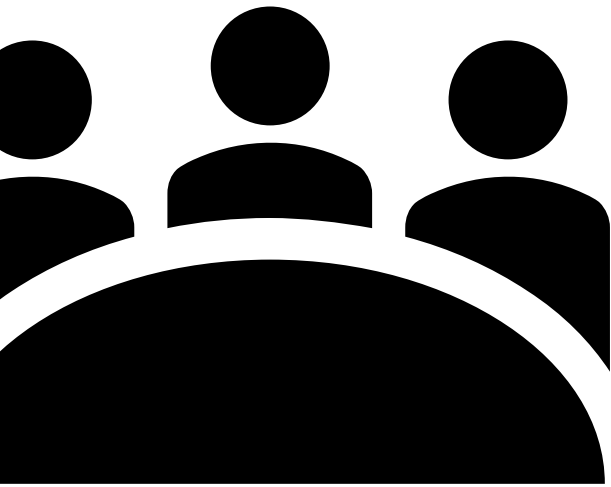
- What does phonological and phonemic awareness instruction look like at your school?

- Are the skills integrated throughout phonological and phonemic awareness, phonics, spelling, and reading instruction?

- Sound-by-Sound Blending
- Sound-Spelling Cards
- Building Words
- Reading Decodables
- Multisyllabic Words
- Reading Big Words

Corrective Feedback

If students do not read a decodable word correctly, model how to sound out the word using the blending routine. Repeat the routine with the same word, having students blend the sounds with you. Then go back to the beginning of the sentence and read each word with students.

- Read/Spell/Write

- Reading Pre-decodable Text

live

could   one

Print/Digital
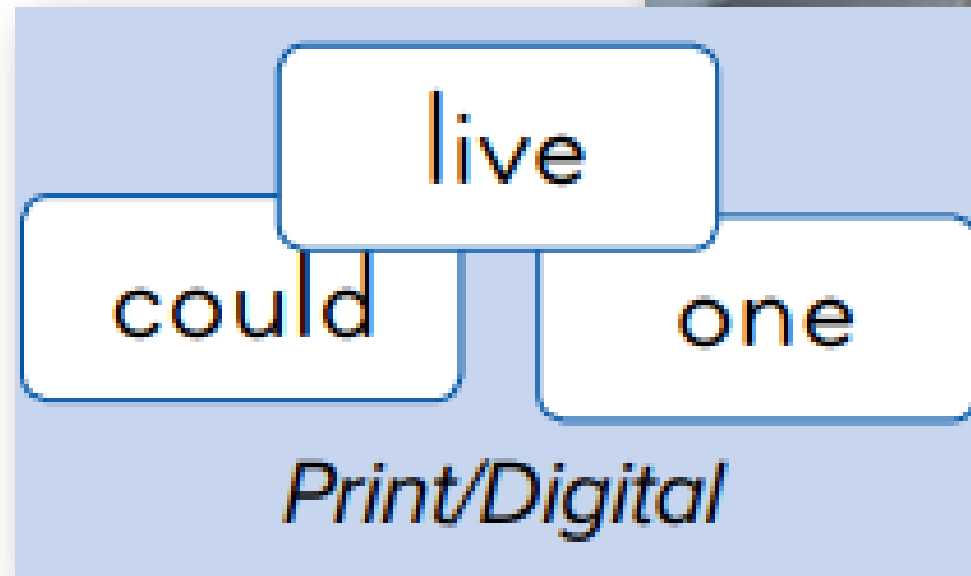
- Dictation

- Close Sort

- Open Sort

- Look-Say-Cover-Write-Check

- Vocabulary

- Define/Explain/Ask

- Word Square

- Close Reading

- Finding Text Evidence

- Minilesson

- Responding to the text

- Retelling

- Interactive Read Aloud Cards
- Retelling

- Shared Read Routine

- Leveled Reader

- Online and Differentiated Genre Passage
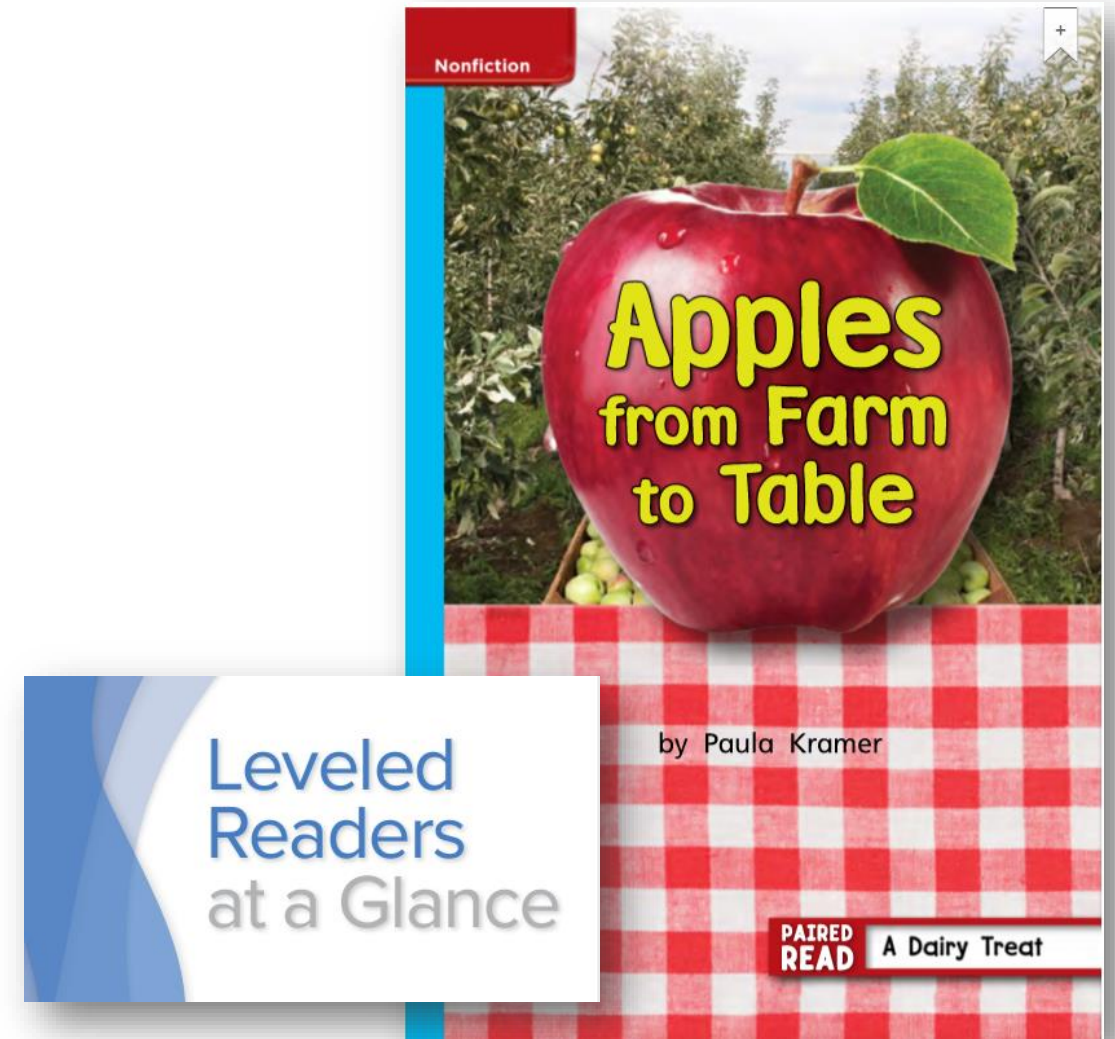
The MDE does not support the use of leveled readers *when teaching students to read*.

- **Decodable Readers** should be used in K, 1st, and 2nd grade (and 3rd for below level readers with foundational skill deficits) to support learning to read.

- Leveled readers may be used as optional readers for students who have **strong decoding skills and are reading at or above grade level.**

- Districts are strongly encouraged to **review all components of their adopted HQIM to ensure alignment with the Science of Reading** (structured literacy).

- Independent Reading
- Teacher-Student Conference
- Book Talk

Assessment Guidance

Let's see how we have done as practitioners!

- Screener

- Diagnostic

- Progress Monitoring

- Unit Assessments

- Benchmark Assessments
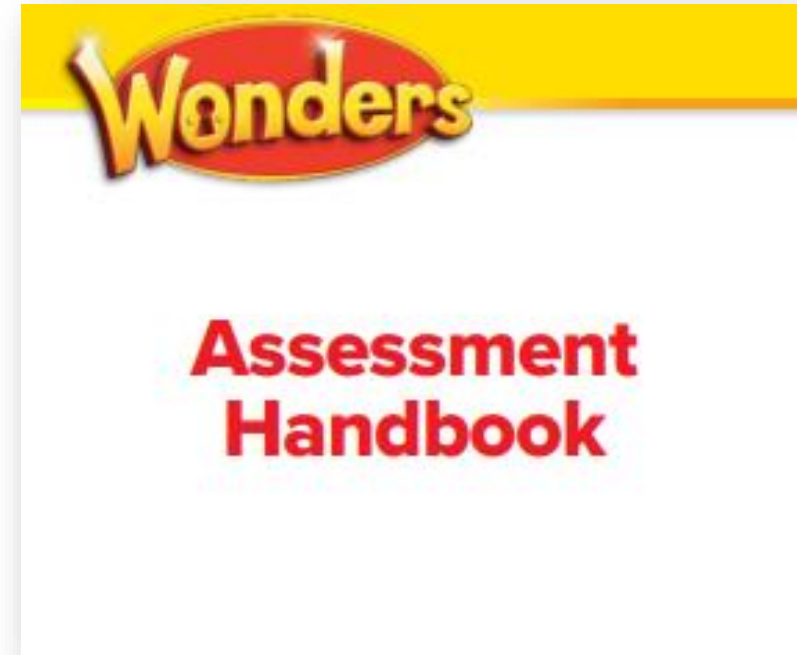
There is no need to create or locate tests. The *Wonders* curriculum includes baseline, formative, and summative assessments aligned with texts, standards, and curriculum pacing.

Assessment	Purpose	When to Administer	Content	Formats
Universal Screener Assessment	To serve as an initial screening instrument	At the start of a new year, or when a student enters the class	Items that assist in identifying students who may be at risk	Online Assessment Center
Placement and Diagnostic Assessment	To monitor students' progress and make leveling decisions	Beginning of the year and throughout as needed	Student placement decision trees	• Printable PDF • Print • Online

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Assessment	Purpose	When to Administer	Content	Formats
Fluency	To assess ability to read accurately, fluently, and with understanding	During each unit beginning in Grade 2 During unit 3-6 in Grade 1	Suite of reading passages • Grade 1: 24 • Grades 2 and up: 30	Printable PDF
Progress Monitoring Assessments	To assess the key weekly skill (1) and genre study (2-6) comprehension skills and vocabulary strategies	At the end of each week in Grade 1 At the end of each Genre Study in Grades 2-6	• Fresh read texts • Foundational skills (1) • Vocabulary • Comprehension • Answer Key	Printable PDF

Unit 2 Week I Teacher Script

Teacher reads all directions, passages, items, and answer choices aloud.

Phonemic Awareness
page 6

8 *Look at Number 8. I will say a word:* hen. */h/ /e/ /n/. What is the middle sound in* hen? *Listen to these answer choices:* wig, web, egg. *Fill in the bubble next to the picture that has the same middle sound as* hen.

9 *Look at Number 9. I will say a word in parts: /b/ /e/ /d/. What word do you make when you blend these sounds together? Listen to these answer choices:* leg, bag, bed. *Fill in the bubble next to the picture that has the same sounds as /b/ /e/ /d/.*

Wonders

Grade 1

Progress Monitoring Assessments

Print/Digital

Answer Key

Student Name: _____

Question	Answer	Content Focus	Complexity
1	C	Author's Purpose	DOK 2
2	A	Author's Purpose	DOK 2
3	C	Author's Purpose	DOK 2
4	B	Author's Purpose	DOK 2
5	see below	Author's Purpose	DOK 2
6	C	Metaphors	DOK 2

Wonders
Grade 1
Progress Monitoring Assessments

Print/Digital

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Assessment	Purpose	When to Administer	Content	Formats
ELA Interactive Observation Rubrics	To informally assess key skills at any time during a week of instruction	Weekly on days 1-3	• Four-point criteria for scoring key skills related to reading, phonics, and vocabulary • Written record	Online in Assessment & Data > Rubrics
Unit Assessments	To assess progress and mastery of skills and strategies for the unit	At the completion of each unit	• Literary and informational text fresh reads • Foundational Skills • Vocabulary Strategies	Online Assessment Center Printable PDF Print

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Assessment	Purpose	When to Administer	Content	Formats
Benchmark Assessment	To determine progress toward year-end goals and to signal readiness for high stakes testing	• Grade K: Twice a year after units 5 and 10 • Grade 1: Twice a year after units 3 and 6 • Grades 2-6: Scheduled throughout the year	• Phonics (K-1) • Structural Analysis • Comprehension • Vocabulary • **Mirrors the approach of high stakes testing**	Online Assessment Center Printable PDF Print

Wonders

Benchmark Assessments

Print/Digital
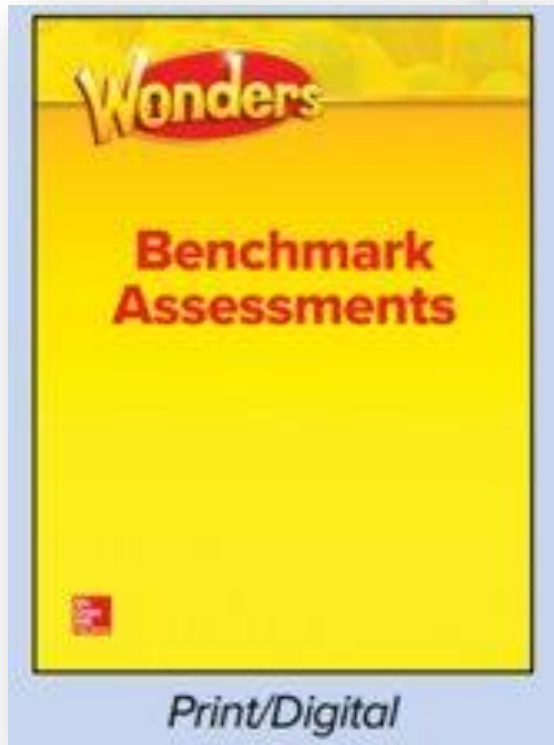
8 Decide whether the detail from the passage describes butterflies, moths, or both. Mark **one** box for **each** detail.

	butterflies	moths	both
wings are made of tiny scales	☐	☐	☐
many are attracted to light	☐	☐	☐
eggs are very hard	☐	☐	☐
antennae have knobs on the end	☐	☐	☐

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Assessment	Purpose	When to Administer	Content	Formats
Assessment Handbook	To assist teachers in administering and scoring assessments	Throughout the year	Guidelines for using assessment data and interpreting scores	Printable PDF
Selection Tests	To assess knowledge of selection and concept vocabulary and comprehension of the Anchor Text	After reading each Anchor Text selection	• Vocabulary from the Anchor Text • Comprehension questions from the Anchor Text	Online Assessment Center Printable PDF Assignable PDF

- Think about the assessments you currently use in your building.

- Are there any assessment components that you think could benefit your teachers as they assess students?

- Choose a *Wonders* assessment resource and share with a partner how that assessment could be beneficial in your school's data collection. How and when would you have your teachers use it?

Standard-Aligned Instruction K-5

- Follows the scope and sequence of the given curriculum

- Increases in text complexity and systematic, explicit phonics instruction

- Explicitly teaches, aligns, and spirals standards to achieve mastery by the **end of the school year**

- Teaches the entire text by addressing the standards authentically

- *Wonders* provides a standard-aligned document that offers a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks.

- Rigor is also infused through the requirement that students read increasingly complex texts through the grades.

- Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.
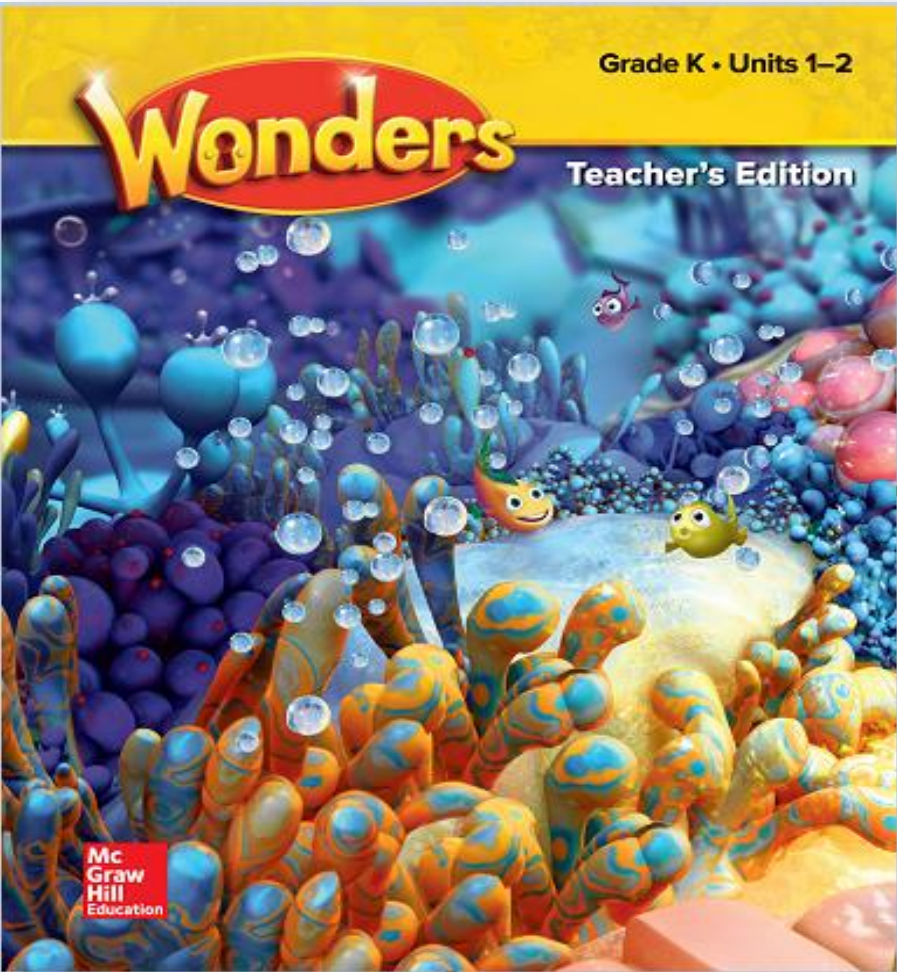
STANDARDS	PAGE REFERENCES
The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.	

Reading Literature

Key Ideas and Details

RL.K.1

With prompting and support, ask and answer questions about key details in a text.

Teacher's Edition:
Unit 1: T22-T26, T38-T39, T47, T119-T122, T133, T143, T251
Unit 2: T345, T362, T436-T437, T446-T447, T458, T512-T516, T527
Unit 3: T23-T26, T36-T37, T38-T39, T47, T52-T53, T72-T73, T119-T122, T133, T230-T231, T268
Unit 4: T345, T392-T393, T413-T416, T426-T427, T428-T429, T432-T433, T448-T449, T450-T451, T524-T525, T529
Unit 5: T23-T26, T74-T75, T81, T82-T83, T87, T91, T96-T97, T139
Unit 6: T309-T312, T323, T346, T401-T404, T425, T493-T496, T506-T507, T508-T509, T517
Unit 7: T60-T61, T117-T118, T151, T220, T222-T223, T231, T265, T271, T275, T276-T277
Unit 8: T322, T324-T325, T333, T360-T361
Unit 9: T22-T26, T38-T39, T43, T52-T53, T59, T128-T129, T130-T131, T139, T145, T278-T279
Unit 10: T324-T325, T335, T402-T406, T416-T417, T418-T419, T432-T433, T454-T455, T461

Leveled Readers: *Unit 1: Hop! (A), We Hop! (O), We Can Move! (B) Unit 2: We Like Bugs! (A), The Bugs Run (O), I See a Bug! (B) Unit 3: We Run (A), Go, Nat! (O); A Noisy Night (B) Unit 4: My Neighbors (A), Neighborhood Party (O), Parade Day (B) Unit 5: My Garden (A), My Garden Grows (O) Unit 6: The Rain (A), Weather Is Fun (O), Kate and Tuck (B) Unit 7: We Want Water (A), A New Home (O), Bird's New Home (B) Unit 8: Going Up (A), In the Clouds (O), How Sun and Moon Found Home (B) Unit 9: Let Me Help You (A), How Can Jane Help? (O), I Used to Help Too (B) Unit 10: Animal Band (A), We Want*

Before Implementation

Administrators

- ☐ Check program materials against inventory list.
- ☐ Distribute print materials and digital master codes.
- ☐ Direct teachers to **my.mheducation.com** to create their classes.
- ☐ Monitor teacher progress as they complete the *Wonders* Basics module and Digital Quick Start module.
- ☐ Communicate student learning goals with teachers to help them prioritize needs and customize *Wonders* instruction.

Teachers

- ☐ Go to **my.mheducation.com** and redeem Master Codes.
- ☐ Set up a class calendar in the online Teacher Workspace.
- ☐ Begin the *Wonders* professional learning modules by going to **Resources > Professional Development > Overview > Learn to Use** *Wonders*. Select Basics module and Digital Quick Start.

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Initial Implementation

Administrators

- ☐ Ensure classrooms have all the materials needed for implementation.
- ☐ Encourage teachers to review additional support materials on the Professional Development page including the Manage Small-Group Time module, Assessment & Data materials, and classroom & coach videos.
- ☐ Monitor teacher progress toward completing online learning.
- ☐ Use the Administrative Walk-Through and Beginning-of-Year Classroom Observation Tool to gauge professional learning needs.

Teachers

- ☐ Set up the *Wonders* classroom.
- ☐ Plan initial lessons using the customizable online planner in the digital Teacher Workspace.
- ☐ Project digital resources to support daily lessons.
- ☐ Administer placement tests, enter students' reading levels in their online profiles, and set-up groups for small-group instruction.
- ☐ Review additional support materials on the Professional Development page including the Manage Small-Group Time module, assessment & data materials, and classroom & coach videos.

Ongoing

Administrators

- ☐ Conduct two or more five-minute Administrative Walk-Throughs to monitor implementation throughout the year.
- ☐ Review reports in the Data Dashboard to gauge implementation progress at the district, school, and class levels.
- ☐ Coaches complete Mid-Year and End-of-Year Observation Tools to help teachers reflect on instructional practices and set actionable goals.
- ☐ Encourage teachers to continue accessing the support resources online on the Professional Development page.

Teachers

- ☐ Use real-time data in the Data Dashboard reports to inform student grouping and plan targeted lessons.
- ☐ Adjust the online calendar (add non-teaching days, etc.) as needed throughout the year to sync with the actual schedule of classroom instruction.
- ☐ Continue to reference the materials on the Professional Development page for implementation support and digital help.

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Administrative Walk-Through

Teacher _____ Grade(s) _____ Class size _____ Date _____

1. The climate and tone of the classroom supports positive classroom culture and encourages social emotional learning.		☐	
2. The classroom is arranged to support whole-group instruction, small-group instruction, and independent practice.		☐	
3. Clear classroom procedures and routines are in place for effective materials management and efficient transitions between whole group, small group, workstations, and independent activities.		☐	
4. There is evidence that whole- and small-group lessons have been planned in advance.		☐	
5. Whole-group lessons are taught at an appropriately brisk pace using print and/or digital program materials (e.g., Reading/Writing Companion, Anchor Text).		☐	

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6. It is evident that students regularly engage in structured academic peer conversations in whole- and small-group lessons.

☐

7. When questioned, students indicate they engage in small-group instruction at least two or three times a week.

☐

8. There is evidence that the teacher is using student data to inform instructional decisions and grouping in whole- and small-group instruction.

☐

9. In each lesson, the teacher introduces and students understand their learning goals and desired student outcomes.

☐

10. Students demonstrate understanding of expectations through their engagement in appropriate activities when working independently in groups, pairs, or individually.

☐

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Observation Tool: Beginning-of-Year

Teacher _____ Grade(s)_____ Class size _____ Date _____

Professional development completed (check all that apply)

☐ *Wonders* Basics Module ☐ Digital Quick Start Module ☐ Manage Small-Group Time Module

Classroom Set-Up and Management	Yes	In progress	No	Not observed
The whole group seating arrangement supports daily peer collaboration and academic conversation (e.g., horseshoe, paired desks, groups, carpet).	☐	☐	☐	☐
The small-group instruction area is situated within easy reach of program materials and with the teacher's clear view of all independent workstations.	☐	☐	☐	☐
Clearly designated workstations, group rotation charts, and classroom rules and procedures are established and clearly displayed.	☐	☐	☐	☐
All teacher program materials and student work materials are well-organized and easily accessible to teacher and students.	☐	☐	☐	☐
Transitions are smooth, orderly, and efficient most of the time.	☐	☐	☐	☐
When working independently in the online Student Workspace, students manage digital devices responsibly and work conscientiously most of the time.	☐	☐	☐	☐
Teacher supports positive classroom culture and social emotional learning.	☐	☐	☐	☐

Resources: *Wonders* Basics Module: *Set Up the Classroom;* Manage Small Group Time Module; Author & Coach Videos: *Planning & Digital Support > Managing Digital Devices*

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Teaching Whole-Group	Yes	In progress	No	Not observed
Lessons have clearly been planned and prepared in advance.	☐	☐	☐	☐
Teacher introduces and students understand their learning goals and desired student outcomes.	☐	☐	☐	☐
Whole-group lessons are taught at an appropriately brisk pace.	☐	☐	☐	☐
Teacher uses the Reading/Writing Companion to model and teach close reading and writing skills.	☐	☐	☐	☐
Students read the Anchor Text with the Reading/Writing Companion to practice and apply skills and deeply analyze the text.	☐	☐	☐	☐
Students write in response to text and in the genres, following the writing process.	☐	☐	☐	☐
Students have multiple opportunities to engage in collaborative discussions.	☐	☐	☐	☐

Resources: *Wonders* Basics Module: *Structure and Resources*; Digital Quick Start Module: *Plan & Teach*; Classroom Videos: *Reading > Reread the Anchor Text*

| Teaching Small Group	Yes	In progress	No	Not observed
Teacher administered placement and diagnostic assessments at beginning of year and set up groups for differentiated instruction.	☐	☐	☐	☐
Lessons have clearly been planned and prepared in advance.	☐	☐	☐	☐
Students receive small-group guided instruction at least two or three times a week.	☐	☐	☐	☐
Students are regrouped for differentiated instruction regularly based on formal and informal assessment data.	☐	☐	☐	☐
Students use leveled readers at their appropriate level during small-group instruction and are monitored for level-up opportunities.	☐	☐	☐	☐
Students understand what is expected of them and engage in appropriate activities when working independently in groups, pairs, or individually.	☐	☐	☐	☐

Resources: *Wonders* Basics Module: *Get to Know Your Students*; Manage Small-Group Time Module; Classroom Videos: *Small-Group Instruction*

Debrief

Collaborate with the teacher to reflect on strengths, identify opportunities for growth, and create an actionable goal.

Strengths	Opportunities for Growth

Goal	Action Plan

- The QR code accesses a list of linked "How To" instructional videos.

- The videos demonstrate how to locate specific resources within the curriculum.

- Scan to access and share with teachers.
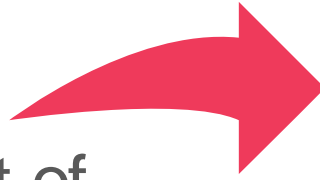
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Division of Literacy

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