

## What you need for your

### CORE curriculum:

\*Reading/Writing Workshop  
student **textbook**

\*Your Turn **Practice Book**

\*Practice Book **answer key**  
Which also *includes a  
classroom library list, &  
model domain/genre writing*

\***journal** (*any blank one*)

Students need to read more  
than the short stories found  
in the text. Choose one:

1. \*Wonders Classroom  
library Books (*in the annex*)  
*Read/study **ONE** of the four  
books listed for each unit*  
**OR**

2. Do a novel study of your  
choice during each unit.  
*Balance: fiction & nonfiction*

## How to use McGraw Hill Wonders Curriculum

2<sup>nd</sup> -6<sup>th</sup> Grade

### **Pacing:**

- There are **6 units** for the year.
- There are **5 short stories** (*5 weeks*) per unit plus **one review week** (*see lesson plans*).

This means each unit is given 6 weeks to complete.

- Students should also read one Wonders classroom library novel **or** a novel unit of your choice during each unit. This is important so that students read longer more complex stories.
- During the review week (week 6):
  - finish reading a Wonders classroom library book and do the Blackline Masters (BLM) found in the study guide **OR**
  - finish activities for whatever free choice novel study your child read during the past five weeks.

### Look at the Reading/Writing Workshop Text Layout:

- Unit “Big Idea” is the same for all 5 stories in a unit.
- “Weekly concept” + “Essential Question” to answer
- “Words to Know” –introduces vocabulary
- “Shared Read”-is the story to read for the week.
  - \*Listen to your child read or read together at least once so that you can discuss “Your Turn” responses.
- “Make Connections”-Journal the answer to the “Essential Question”
- “Comprehension Strategy”-uses the story to model a specific reading strategy- journal a “Your Turn” response.
- “Comprehension Skill”-models how to fill out the graphic organizer in the Practice Book.
- “Genre” & “Vocabulary Strategy” *connect to the story*
- “Write to Sources”-gives a weekly “Your Turn” writing Assignment to journal.

**“Four Day” completed weekly Lesson plans are available for every unit.** These are guides that you may need to adjust to the needs of your child.

*Close Reading is reading something enough times so that you can understand it, explain it to someone, and answer questions about it using text evidence.*

### Practice Close Reading

Use the Reading/Writing Workshop text & any blank journal.

### Day 1- Read together:

predict what will happen. Try to get the big picture of the story. **Make connections.**

### Day 2- Reread and answer **text dependent questions**

*(questions that are answered in the text, not your opinion.)* These may be done orally and/or by writing responses to one question a day in any blank journal.

*Text dependent close reading “Your Turn” questions are found in the Reading/Writing Workshop text.*

Look back in the text to find evidence (answers) for specific text dependent

### Tips:

- The lesson plans list where to look: in the Reading/Writing Workshop textbook or the Your Turn Practice Book for assignments.
  - **The Reading/Writing Workshop is your teaching guide for the specific skills/concepts covered in the Your Turn Practice Book.**
  - You may want to use Post- It notes to mark practice book pages to complete each day.
  - Try to complete at least 2 Practice Book pages a day.
  - Try to do at least 1 “Your Turn” journal entry a day.
- These are important for focusing on **close reading**, and journaling about the story using evidence from the text. Don’t skip this!



### **Note:**

- Second graders/late bloomers may need help with writing, so share the pencil, but don’t do ALL of the writing for them.