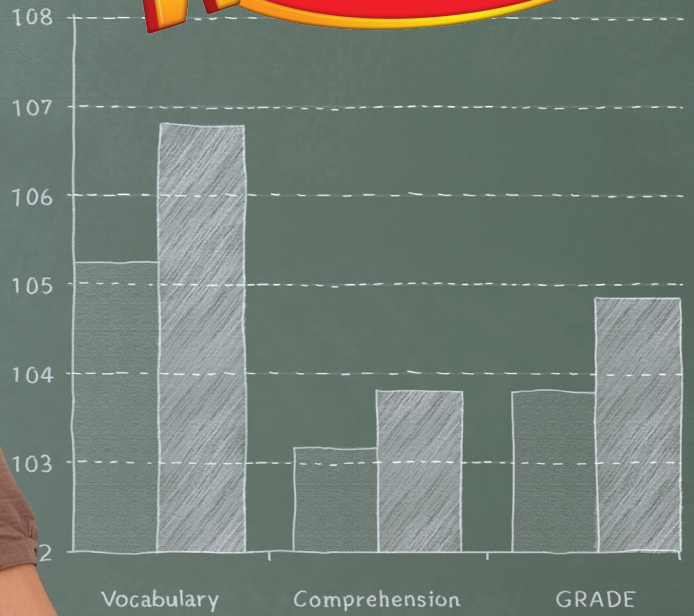
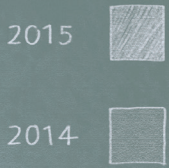




Measures of Academic Achievement



Place All Learners on the Path to Literacy Success



A Proven Program Paves the Way to Literacy

Lead all learners to mastery, year after year

As an educator, you know strong literacy skills will improve the lives of students both now and in the future. The *Wonders* program is designed and proven to help you produce powerful results for all your students, from those just starting school to the students ready to move on to middle school. *Wonders* is equally well suited for English Learners, students who are bilingual in Spanish, students in need of intervention, and students who are ready to accelerate.

Through research-tested strategies, purposeful technology, and powerful data that informs instruction, *Wonders* supports your efforts to guide your students to success.

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Data Powers Progress for Every Student

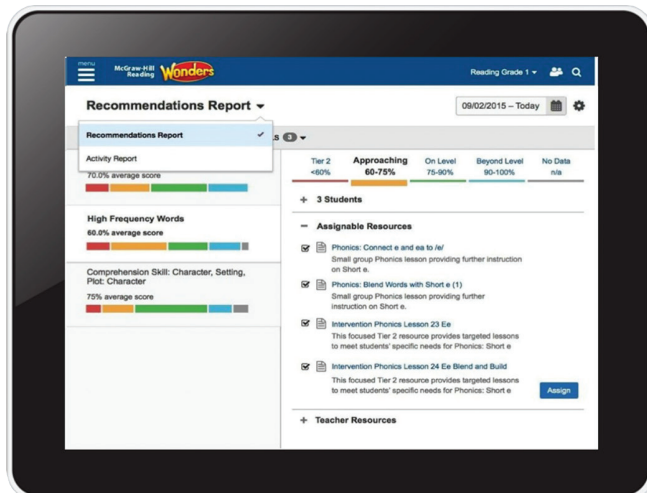
Data should make your instruction more efficient without adding to the tasks you have to manage. The *Wonders* Data Dashboard provides actionable data that empowers students to achieve real results. It delivers real-time guidance for grouping, reteaching, and differentiating instruction on tested literacy skills and standards.

Provide purposeful, personalized instruction every day

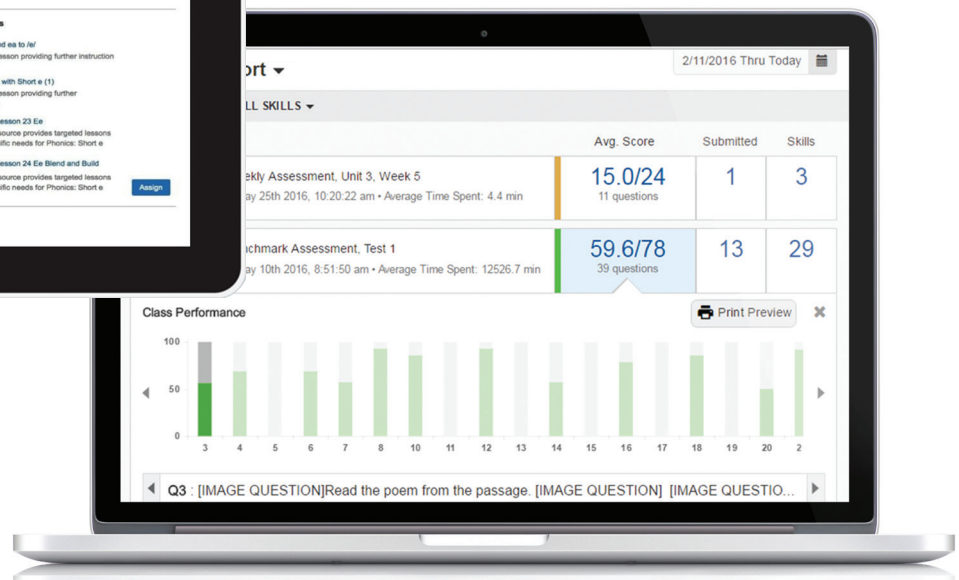
Drawing on performance data from program assessments, classroom assignments, and other program resources, the Data Dashboard tracks each student's proficiency in key literacy skills and strategies. It immediately identifies, targets, and addresses each student's needs through one-click, point-of-use recommendations for support, differentiation, and acceleration.

The Data Dashboard:

- Enables immediate, leveled reteaching and targeted assignment.
- Groups students automatically to recommend individual lessons (Tier 2, Approaching Level, On Level, or Beyond Level).
- Reports results at the individual, class, and district levels.
- Shows progress towards key skills and standards with a single click.



Wonders Data Dashboard



Wonders Helps Nation's Fourth-Largest District Raise Reading Scores in Less than One School Year

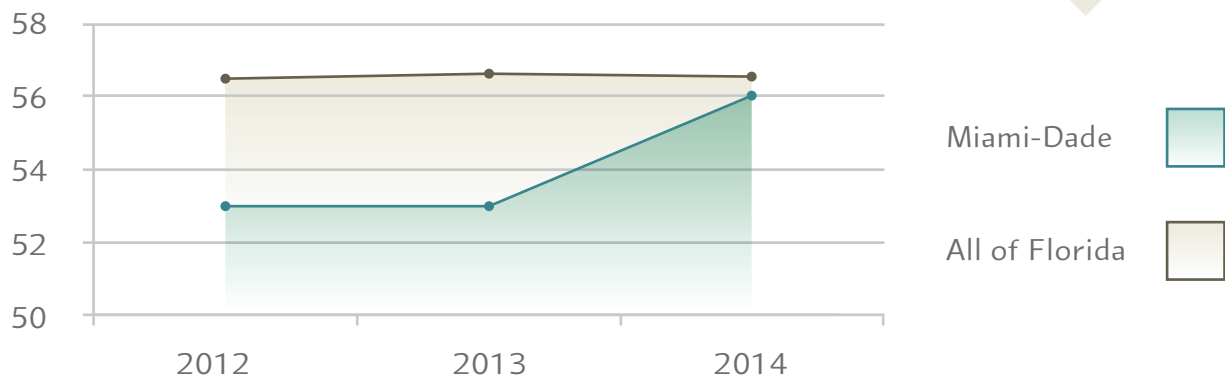
Students who struggle with literacy often struggle in other subjects as well. *Wonders* gave one large, urban district the tools to support ongoing proficiency in reading, writing, and critical thinking.

Every April, third-, fourth-, and fifth-grade students in Florida take a state-administered assessment. In 2013, when the Florida Comprehensive Assessment Test (FCAT 2.0) was administered, the percentage of Miami-Dade students scoring “Proficient” in reading was well below the state average.

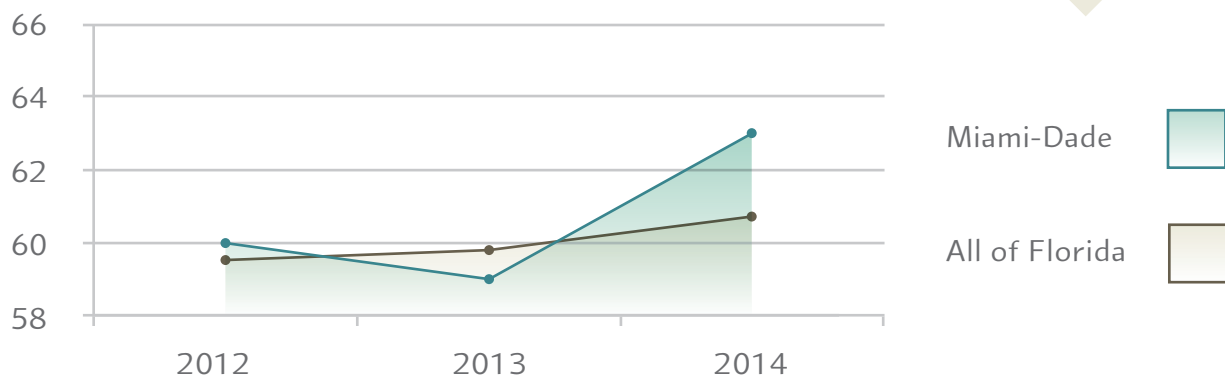
That year, Miami-Dade chose *Wonders* as its new literacy program. In April 2014, after just eight months of *Wonders* instruction, Miami-Dade students took the FCAT 2.0 again. Not only did Miami-Dade close its achievement gap, its students’ reading proficiency levels exceeded the state average.

The fast track to literacy success

3rd Grade

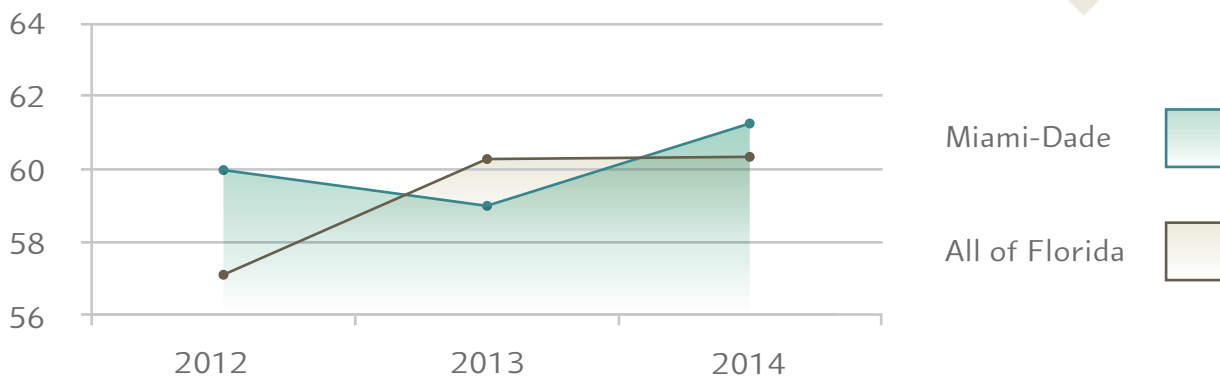


4th Grade





5th Grade



Continued Success

Miami-Dade’s gains in student performance continued even as Florida transitioned from the FCAT 2.0 to the new Florida Standards Assessments (FSA). Based on these assessments every school in Florida is given an A–F grade. Between 2015 and 2016, the number of elementary schools receiving a failing grade in Miami-Dade was reduced by more than 50 percent—from 14 schools down to just five.



After three years of implementation and two years of our new state assessment, it is clear that the reading instruction and selections within Wonders prepares students for Florida state assessments by giving the students the reading confidence and stamina they need. It helps our teachers scaffold instruction to build comprehension.

– **Pauline Ward, Ed.D**
ELA district instructional supervisor
Miami-Dade



Wonders Stands up to the Test and Illustrates ELA Success

In 2011, Champaign Community School District, in Illinois, was dealing with a significant achievement gap among its more than 9,600 students. The district decided it needed a new, unified K–5 ELA curriculum to help its struggling readers and support at-level learners.

The district’s existing resources and programs were disconnected to the point that administrators wanted to take extra care in their choice of a new literacy program. So Champaign created a thorough process to identify the best possible curriculum partner.

A thoughtful selection process

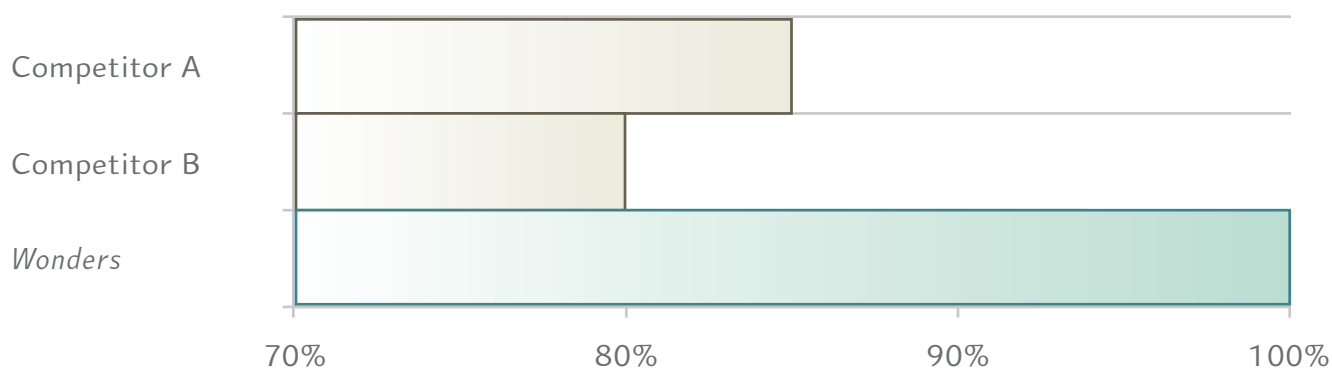
The district chose three programs to pilot, including *Wonders*, and brought in a third-party research firm to:

- Conduct primary research on state-level and national-level effectiveness, soliciting reviews from the implementing schools.
- Get electronic survey feedback from pilot school teachers about program implementation and alignment to standards.
- Measure academic outcomes.

When the results were in, Champaign chose *Wonders* as its new comprehensive K–5 literacy program. Deciding factors included the improvement in student outcomes and the teachers’ affinity for the program.

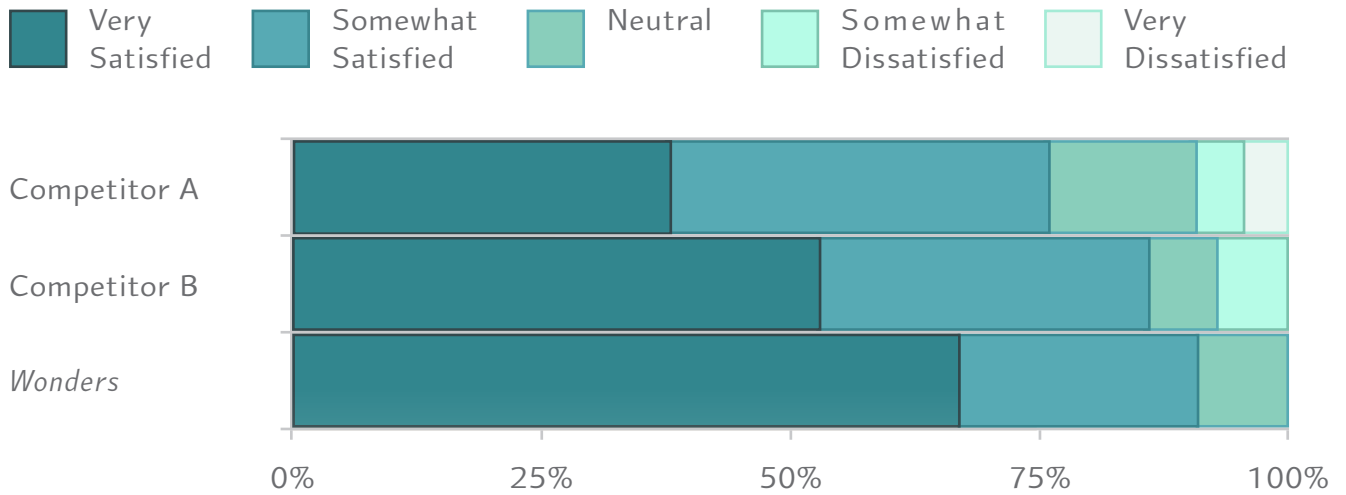
Activating *Wonders* in the Classroom

Student Needs



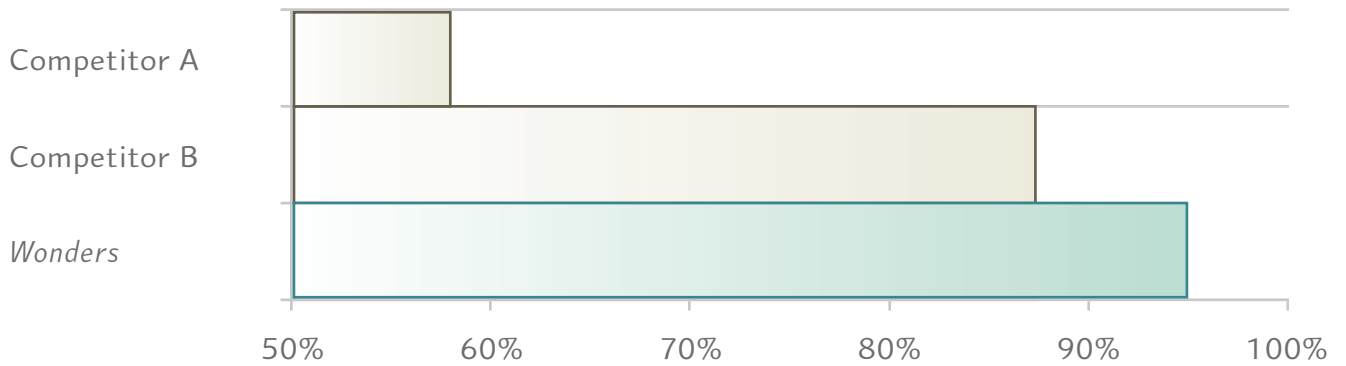
The curriculum materials are rigorous and meet students’ academic needs. Additionally, more than four-fifths of Wonders pilot teachers felt the materials were flexible enough to meet diverse student needs.

Teacher Satisfaction



Ninety-one percent of Wonders pilot teachers expressed satisfaction with the Wonders curriculum.

Technology Integration



The curriculum provides engaging and independent technology-integrated activities for students to access through lessons.



I have been surprised, liberated, excited by what Wonders has offered my students and me.

– **Wonders teacher**
Champaign, Ill.



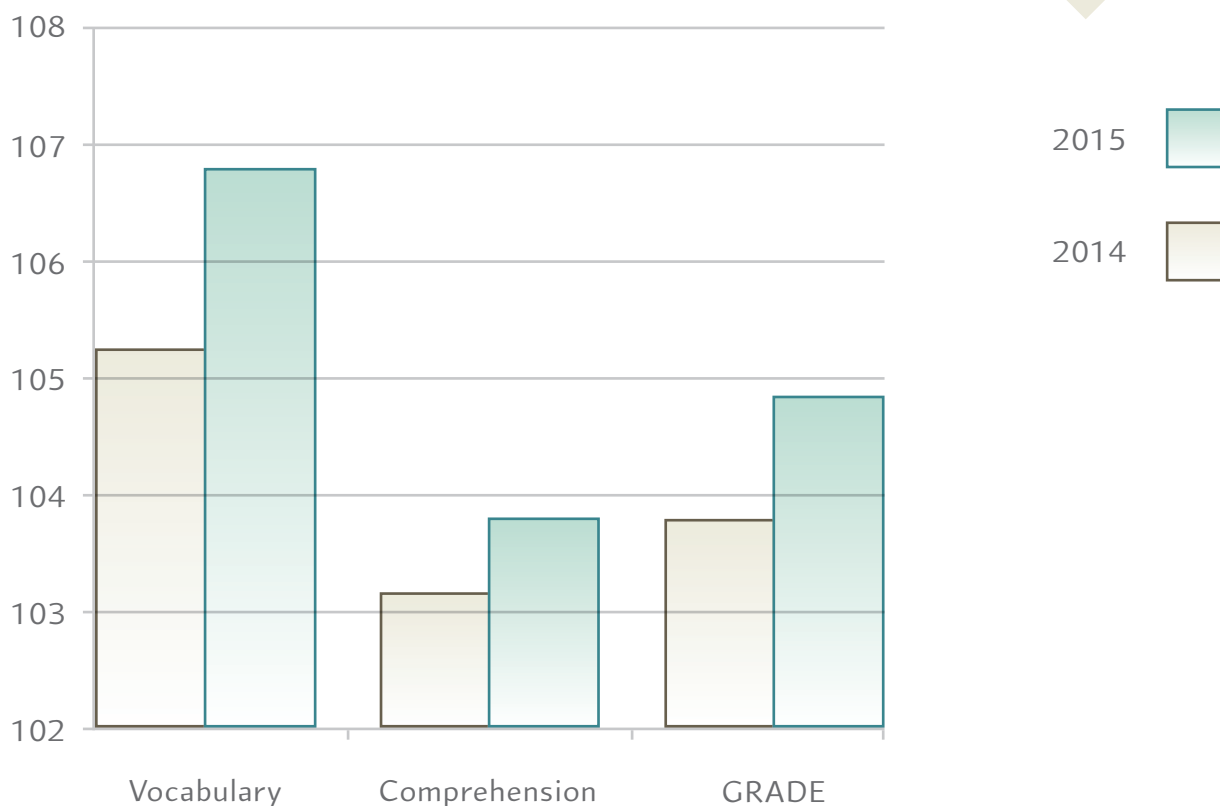


In Broad Efficacy Study, *Wonders* Gets Results, Wins Praise

During the 2014–2015 school year, researchers from the Johns Hopkins University Center for Research & Reform in Education (CRRE) conducted an efficacy study of *Wonders* during the first year of implementation. The study included more than 1,000 fourth graders and 17 elementary schools in three states: California, Kansas, and Illinois.

In teacher and principal surveys, educators who used *Wonders* spoke highly of its structure, content, and the way it engaged their students. In that first year of program implementation, *Wonders* classrooms showed gains across the board in vocabulary, comprehension, and overall reading performance on the Group Reading and Diagnostic Evaluation (GRADE).

Measures of Academic Achievement



Control groups from other schools using incumbent literacy curricula showed comparable growth to the year-over-year growth seen from the Wonders participants in the first year of implementation.

And the surveys said ...

Ten out of 10 *Wonders* principals interviewed agreed *Wonders* was a beneficial program, especially in the way it met the needs of most of their students. They overwhelmingly said that students enjoyed the program and were cognitively challenged by its activities and content.

Nine out of 10 teachers responded that they would choose to implement *Wonders* again.



The lesson plans and technology are easy to use and follow. I appreciate having all materials needed for a lesson at the tips of my fingers ...

– **Wonders teacher**
Champaign, Ill.





Cutting-Edge Research Informs Instruction

Wonders is built on an extensive academic research base that yields results for educators and students. To keep *Wonders* effective, we constantly update its research base with new, important insights about literacy learning. Informed by these insights, we continually develop:

- **Instructional enhancements**

Techniques for tailoring instruction, such as differentiating for model lessons to give all students equal access to core content

- **Innovative features and components**

Tools that help students master essential skills, such as close reading; writing to sources; research and inquiry; and reading, writing, speaking, and listening

- **Professional Development resources**

New white papers that draw on our authorship team's latest research to help educators deepen their knowledge and refine their teaching techniques

Wonders materials, instruction, and guidance prepare educators to master ongoing shifts in state standards.



At McGraw-Hill Education, our vision is to unlock the full potential of each learner. Our mission is to accelerate learning through intuitive, engaging, efficient, and effective experiences grounded in academic research. We are always driving towards this vision and mission, turning aspirations into reality in new, impactful ways.

– **Dr. Christine Gouveia**

Vice President of Applied Learning Sciences,
McGraw-Hill Education



The *Wonders* Author Team

In addition to our research base, our authorship team provides *Wonders* with valuable insight into research and daily practice. United by their deep commitment to improving literacy outcomes for students and districts, each of our authors contributes a distinct literacy focus and educational background that helps him or her connect theories to classroom practice that supports educators. Our authors are English language arts scholars, researchers, and, most importantly, teachers.



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See how *Wonders* can support
your students' success.

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