***Reading Wonders 2014* MAP Addendum**

**Using the Materials Adaptation Project with Reading Wonders 2014**

The Materials Adaptation Project (MAP) was created for *Wonders 2017/California Wonders*, an updated version of the *Reading Wonders 2014* program. While the vast majority of elements in *Wonders 2017* remain unchanged, there are several key changes that should be considered when using the MAP guidance with the 2014 version.

***Reading Wonders 2014* vs. *Wonders 2017/California Wonders***

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| **2014 & 2017 Key Similarities** | **Key Changes to the 2017 version** |
| * Text selection nearly identical * Scope & Sequence nearly identical (excluding writing) * Majority of text-based questions identical * K-2 Research & Inquiry similar | * **Decodable Readers**   + Added for kindergarten and first grade * **Writing**    + Many writing prompts changed from decontextualized prompts to writing about texts * **Close Reading Protocol**   + Identified specific questions to be used for “Read” or “Reread”   + Added additional questions to support deeper meaning   + Added Close Reading Companion (student-facing workbook to support close reading with text-based questions)   + Removed “text to self” questions * **Research**   + In grades 3-6, Research & Inquiry is expanded to include unit-long projects that align with Writing Process instruction in units 2-4 * **English Language Learner Supports**    + Expanded supports for EL learners * **Data Dashboard on ConnectEd**   + Online Data Dashboard matches resources to student areas of need and resources |

If you are a *Reading Wonders 2014* user, the MAP will still provide you with lots of helpful guidance on how to better use your curricular materials. However, keep in mind that there will be some inconsistencies between the guidance offered and elements of your 2014 version. To help navigate this, read the guidelines below and keep them in mind as your overarching principles as you plan using the MAP.

1. **Use text-based questions over skill, genre or comprehension strategy questions.**

Though the majority of questions are identical, *Reading Wonders* *2014* does not contain all questions added to the 2017 version. It also does not indicate which scripted questions should be used during a first or later read of a complex text. In addition to the MAP guidance, you will need to make some additional decisions about which questions to ask and when.

Some helpful hints:

* Skip all prediction work before reading.
* While reading any text:
  + Skip strategy/skill/genre questions that do not build understanding of the text.
  + Rely on Access Complex Text questions to scaffold key areas of text complexity.
  + Focus on questions that rely on deeper understanding and are text-specific (Stop and Check, Author’s Craft, Author’s Choice, Author’s Purpose, Text Features, Literary Element, etc.)
* After reading the Literature Anthology, chose only the “Text Evidence” questions that build meaning for students. These questions function much like the Close Reading Companion in the 2017 version.

1. **Apply writing instruction to text-based prompts.**

*Reading Wonders 2014* relies heavily on decontextualized reading prompts, though the weekly instruction is more focused throughout the week. Writing prompts will need to be adjusted to ask students to write to text.

Some helpful hints:

* Avoid decontextualized prompts whenever possible.
* Repurpose text-based questions as daily writing prompts and apply writing instruction to this prompt (sample in the next section).  Using the Essential Question, Make Connections prompts or crafting your own question are also options!
* Use Writing Process lessons in a 3-week writing cycle for each genre. Whenever possible, create a Writing Process prompt that matches the genre and allows students to use what they are reading about.

1. **Create authentic opportunities for short research projects in your classroom.**

Research and Inquiry projects in the 2014 edition do not build week to week during Units 2-4 in grades 3-6.

Some helpful hints:

* If there is a great *Wonders* project that aligns to the content of the unit, consider expanding it to span all six weeks of a unit.
* If you are not happy with any *Wonders* research options, check out the [Research Packs](http://achievethecore.org/category/411/ela-literacy-lessons?filter_cat=1192) available on Achieve the Core (easy-to-use materials that guide students and teachers through the process of focused research and writing to inform or explain) or planning your own Science or Social Studies-based research tasks.

1. **Practicing phonics patterns in context with decodable texts is vital for early readers!**

*Reading Wonders 2014* lacks Decodable Readers in kindergarten and grade 1, but does contain decodable mini-books in the Your Turn workbook and printable decodable passages on ConnectEd. Grade 2 will utilize Decodable Readers to support foundational skills. The Your Turn mini-books highlight the weekly high-frequency words as well as learned phonics patterns and can be used in much the same way as Decodable Readers, though they are not as complex or frequent.

The Shared Read in K-1 also highlights weekly sound and spelling patterns, but is not as decodable as the other materials (some words appear that are not decodable by using learned phonics or introduced high-frequency words).

Some helpful hints:

*Use the Decodable Reader Protocol from the Materials Adaptation Project with the following Wonders resources:*

* Kindergarten: Additional reads of the Shared Read and the Your Turn decodable mini-books.
* Grade 1: Additional reads of the Shared Read, Your Turn decodable mini-books and/or printable passages from ConnectEd.
* Grade 2: Use the Decodable Readers.

**Writing Modifications Sample**

A sample week of revised writing instruction from Grade 4, Unit 1 is below. Writing prompts were substituted by selecting questions from the reading lesson or writing to the Essential Question/Make Connections prompt. In all cases, the goal is for your students to write *about* text!

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| **Weekly Focus Writing Trait: Organization** | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Original writing tasks from Reading Wonders 2014** | Write about a time when science helped you have fun. Put events in the order that they happened. | Continue writing, editing. | Write about a time when you built something for school or just for fun. Put the events in the order that they happened. | Revise writing. | Publish |
| **Modified writing tasks using Addendum guidance** | Use ‘Make Connections’ prompt to write about the Shared Read.  *Talk about ways that science can help you understand the way objects move.* | Use of the one of the ‘Respond to Reading’ questions to write about the Literature Anthology.  *Why would an object moving in space go on forever? Use details in the text to support your answer.* | Use the ‘Make Connections’ prompt to write about the Literature Anthology.  *How do forces and motion affect you?* | Use the Essential Question as a prompt to write about all this week’s texts.  *How can science help you understand how things work?* | Day 5 Menu |