

## **Wonders K-5**

McGraw Hill appreciates the opportunity to respond to the All-Green Ratings from EdReports. We are dedicated to the application of pedagogical research toward the development of products designed to improve student and educator outcomes. As such, we are pleased by the scores *Wonders* was awarded. We have drawn upon decades of rigorous literacy research, as well as our collaborative work with preeminent reading researchers and experts, to inform the design, development, and ongoing efficacy testing of our literacy solutions.

McGraw Hill recognizes that equitable literacy education provides learners with the instruction they need, when they need it, while also providing a robust learning experience that addresses each of the skills and competencies identified as critical for successful literacy development.

## **Development of Materials**

*Wonders* is an evidence-based K–5 ELA program that empowers students to take an active role in learning and exploration. Students enjoy unparalleled opportunities for student-friendly self-assessments and self-expression through reading, writing, and speaking. Every student deserves high quality instruction at the right moment in their education. We are committed to supporting strong educational outcomes for all learners. By experiencing diverse perspectives and sharing their own, students will expand their learning. Best-in-class differentiation ensures that all students have opportunities to become strong readers, writers, and critical thinkers.

By drawing upon decades of literacy research, and the expertise of preeminent reading researchers, including Dr. Doug Fisher and Dr. Tim Shanahan, *Wonders* was built to deliver high-quality literacy instruction, supported by the science of reading. Scientific research has led to the identification of key pillars that need to be addressed in literacy programs.

- **Foundational Skills** *Wonders* presents a sequence of research-aligned learning activities in its grade-level placements, sequences of instruction, and instructional guidance across Phonemic Awareness, Phonics/Decoding, and Text Reading Fluency
- **Vocabulary, Language, and Comprehension** *Wonders* provides explicit, research-based lessons in vocabulary and other language skills, guidance for high-quality discussions, and lessons aimed at building the executive functions that promote reading comprehension, including: Building Knowledge/Using Knowledge, Text Complexity, and Comprehension Strategies.

McGraw Hill also acknowledges that the path to success doesn't look the same for every child. *Wonders* helps educators accommodate learner variability with instructional on-ramps, scaffolded supports and materials, and data-driven differentiation to teach, reteach, or extend, while providing rich content that will broaden students' horizons.

Our expert team of authors and advisors features leaders from all areas of literacy education, including:

- Dr. Diane August, Managing Researcher at the American Institutes for Research (AIR); previously Senior Research Scientist at the Center for Applied Linguistics (CAL); Senior Program Officer at the National Academy of Sciences

- Dr. Donald Bear, Professor Emeritus in literacy education at Iowa State University and University of Nevada, Reno, author of *Words Their Way*
- Kathy R. Bumgardner, M.Ed., Ed. S., Founder, CEO and National Literacy Consultant with Strategies Unlimited, Inc.; school improvement specialist
- Dr. Jana Echevarria, Professor Emerita at California State University, Long Beach; founding researcher and creator of the SIOP Model; expert on English learners for the U.S. Department of Justice
- Dr. Douglas Fisher, Professor of Educational Leadership at San Diego State University; teacher leader at Health Sciences High & Middle College; former President of the International Literacy Association (ILA) Board
- Dr. David J. Francis, Professor and Distinguished Chair of Quantitative Methods in the Department of Psychology at the University of Houston; Director of the Texas Institute for Measurement, Evaluation, and Statistics; member of the National Research Council's Board on Testing and Assessment
- Dr. Vicki Gibson, CEO and Chairman of Gibson Hasbrouck & Associates; Curriculum Director of Longmire Learning Center, Inc.
- Dr. Jan Hasbrouck, educational consultant, researcher, and author; Executive Consultant to the Washington State Reading Initiative and advisor to the Texas Reading Initiative; reading specialist, literacy coach, professor at University of Oregon and Texas A&M University
- Laura Justice, EHE Distinguished Professor of Educational Psychology at The Ohio State University; Executive Director of the Crane Center for Early Childhood Research and Policy and the Schoenbaum Family Center
- Jay McTighe, Director of the Maryland Assessment Consortium, school improvement projects at the Maryland State Department of Education led Maryland's standards-based reforms, including the development of performance-based, statewide assessments
- Dr. Timothy Shanahan, Distinguished Professor Emeritus at the University of Illinois at Chicago, Founding Director of the UIC Center for Literacy, previously served on the Advisory Board of the National Institute for Literacy, National Reading Panel (NRP), National Literacy Panel for Language Minority Children and Youth, National Early Literacy Panel
- Dr. Josefina Tinajero, Dean of the College of Education at the University of Texas at El Paso (UTEP) and Professor of Bilingual Education, member of the Board of Directors of the American Association of College for Teacher Education (AACTE) and the National Association for Bilingual Education (NABE)
- Dr. Doris Walker-Dalhouse, Educational Consultant, Researcher, and Professor at Marquette University; active board member with the International Reading Association, President for both the Minnesota Reading Association and Red River Reading Association, and is presently an affiliate of the National Reading Conference
- Dinah Zike, award-winning author, educator, and inventor known for designing three-dimensional, hands-on manipulatives and interactive graphic organizers known as *Foldables*® and Notebook Foldables

## **Efficacy**

We are continually learning from educators to evolve and improve the instructional quality and academic integrity of our materials. Since *Wonders* was launched, we've been listening to and

collaborating with educators, who best understand what is working for students and how to meet the needs of their classrooms.

*Wonders* is used and enjoyed by millions of students and hundreds of thousands of teachers across the United States. *Wonders* presents compelling indicators of success. Beyond our EdReports rating, available for review are:

- Case studies and testimonials from a range of customers in districts with differing needs, all of whom acknowledge that *Wonders* contributed to student success.
- An independent efficacy study, in which the students using *Wonders* showed significant gains from beginning-of-year to end-of-year exams.

We invite everyone to visit our [Research & Success](#) page to examine our most compelling indicators of success of the *Wonders* program.

### **Implementation Services**

McGraw-Hill is dedicated to assisting teachers, administrators, and district leaders achieve their curriculum goals. Our comprehensive Professional Development offers workshops and interactive training sessions that address research-based practices and strategies to meet the needs of supervisors and classroom teachers. We have a cadre of meetings, in-service workshops, and online courses demonstrating McGraw-Hill's commitment to professional development. McGraw Hill offers a broad range of offerings to help educators maintain high levels of success with the program, as well as to help foster ongoing professional growth and development of district teachers and administrators.