

KINDERGARTEN  
 READING RESOURCES IN WONDERS

<b>WHAT is the resource ?</b>	<b>HOW do you use it?</b>	<b>WHY do you use it?</b>
<b>Literature Big Books</b>	<ul style="list-style-type: none"> <li>● Used for Read Alouds</li> <li>● Every week there is a different Literature Big Book to utilize.</li> <li>● Audio available online.</li> <li>● Should be used as a comprehension focus.</li> <li>● Could be utilized as a model during independent reading time to support instruction during small group work.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers need exposure to various texts.</li> <li>● Readers need a common text to build and practice comprehension skills and strategies.</li> </ul>
<b>Reading/Writing Workshop Big Book (with Wonders Cover)</b>	<ul style="list-style-type: none"> <li>● Teachers can use it for shared reading.</li> <li>● Audio can be used if they are not on level.</li> </ul>	<ul style="list-style-type: none"> <li>● Less complex text that will allow for readers to read independently.</li> <li>● Readers need time to practice decoding skills, print strategies and fluency.</li> </ul>
<b>Reading/Writing Workshop Little Book (Student Copy)</b>	<ul style="list-style-type: none"> <li>● Can be utilized as independent reading for additional reading practice.</li> <li>● Teachers can use this when they meet with small groups or individual students based on their level.</li> </ul>	<ul style="list-style-type: none"> <li>● Independent Reading is an integral part of the Readers/Writers Framework.</li> </ul>
<b>Unit Assessment Book</b>	<ul style="list-style-type: none"> <li>● At the end of Week 3, students will be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>● Assessments drive instruction.</li> </ul>
<b>Your Turn Practice Book</b>	<ul style="list-style-type: none"> <li>● Connected to the Reading/Writing Workshop Book.</li> <li>● Should be used to support word work/ phonics block.</li> <li>● Can be utilized for homework practice as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Students practice skills/strategies can be done in or out of the classroom.</li> <li>● Readers need time to practice various skills/strategies.</li> </ul>

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<b>Online/ Interactive Resources</b>	<ul style="list-style-type: none"> <li>● To differentiate instruction</li> <li>● To practice and reinforce skills and strategies.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers show the most growth when independently reading texts on their level.</li> <li>● Readers need exposure to complex texts.</li> <li>● Readers need to build and practice comprehension skills and strategies.</li> </ul>
<b>Other Components such as:</b> -High Frequency Word Cards - Photo Cards - Visual Vocabulary Cards - Retelling Cards - Sound Spelling Cards	<ul style="list-style-type: none"> <li>● Available as hard copy and online</li> <li>● To be used as a center</li> </ul>	<ul style="list-style-type: none"> <li>● Readers need time to practice skills and strategies independently.</li> </ul>
<b>Leveled Workstation Activity Cards</b>	<ul style="list-style-type: none"> <li>● Can be used for interdisciplinary connections.</li> <li>● Other activity cards can be used as a center.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers can utilize the skills on these cards to strengthen reading foundations.</li> </ul>
<b>Leveled Readers</b>	<ul style="list-style-type: none"> <li>● To be used for guided reading instruction.</li> <li>● Can support a focus for instruction in the upper grades.</li> </ul>	<ul style="list-style-type: none"> <li>● Readers show the most growth when reading texts on their level.</li> </ul>

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<b>Interactive Read Aloud Cards</b>	<ul style="list-style-type: none"> <li>● Online and Hard Copy (cards)</li> <li>● Small group Read Aloud for advanced students.</li> <li>● Oral vocabulary words are associated with each Interactive Read Aloud.</li> <li>● Can be used to model a skill during a reading mini lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● It supports the strategy of the week and the close reading/listening strategy.</li> </ul>
<b>Classroom Library</b>	<ul style="list-style-type: none"> <li>● For the independent portion of Reader’s Workshop.</li> <li>● Readers should be reading books on their independent level.</li> </ul>	<ul style="list-style-type: none"> <li>● DRA2/ Progress Monitoring data will help determine a reader’s independent level.</li> <li>● Frequent practice will improve a reader’s ability to read on level texts.</li> </ul>

**Special Education and ELL Teachers**

<b>WonderWorks Interactive Workbook (Special Education)</b>	<ul style="list-style-type: none"> <li>● Should be used to differentiate instruction based on students’ needs.</li> <li>● Pull out/ In Class Support model.</li> </ul>	<ul style="list-style-type: none"> <li>● If readers are reading below grade level modifications can be used.</li> </ul>
<b>English Learner (ELD)</b>	<ul style="list-style-type: none"> <li>● Pull out/ In Class Support model.</li> </ul>	<ul style="list-style-type: none"> <li>● Offers scaffolded support for readers to develop/practice language acquisition skills.</li> </ul>