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*Reading Reconsidered Curriculum Wonder Fluency Practice Student Materials*

**What is fluency?**

Reading fluently means reading words accurately, at a speed that matches normal conversation, and with expression in order to understand the text. Fluent readers pay attention to:

* **Punctuation** – Which punctuation marks appear in the sentence? What clues does punctuation give you about when you should pause or how you should convey emotion?
* **Important Words** – Are there any words that require special emphasis or give clues about the emotion of a sentence?
* **Dialogue** – How does the dialogue change what kind of expression you use? How is the person who is speaking feeling? What might they sound like?
* **Tone** – Are you capturing the intended meaning behind what you are reading? Are you capturing the voice of the narrator in your reading?

**Directions for students:**

1. Listen to the teacher read aloud the set of sentences. Pay attention to when the teacher’s voice pauses or changes.
2. Write your personal **reading goal** at the top of the page.
3. Now read the set of sentences 3-4 times with your partner following the directions in the box.

a. Partner 1 (reader) reads the first sentence.

b. Partner 2 (listener) listens while following along with a ruler.

c. Let the reader try to decode the words. If they are stuck, the listener can help after the reader has given it a try.

d. If neither student can read the word, jot it in your ‘Words to Practice’ box.

e. Switch roles for the next sentence and continue alternating through the set of sentences.

1. Listen for your teacher’s directions to see which **questions** you will be answering on the back of your sheet.

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Words to Practice

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*Wonder*

Set 1: Lesson 3 245 Total Words

Below are some sentences with information about disabilities to help you better understand *Wonder*.

1. The term disability refers to any condition of the mind or body that makes it more difficult for a person to do certain activities or interact with the world around them.
2. According to the Centers for Disease Control, one in four adults in the United States lives with some type of disability.
3. While some disabilities may be hidden or not easy to see, others are immediately obvious and can impact the way an individual is treated by those around them.
4. Disabilities that affect the head and face can be particularly challenging because of their visibility and their impact on important body processes.
5. According to the Children’s Craniofacial Association, “A craniofacial difference (medically often called a disorder) refers to an abnormality of the face and/or the head.”
6. Eating, drinking, breathing, speaking, seeing, and hearing can all be impacted by craniofacial differences.
7. However, these types of disabilities do not often impact cognition or mental development.
8. A pediatric plastic surgeon, explains:

Craniofacial anomalies often require surgery — sometimes many operations — and can require long-term follow-up care, but many of the conditions are, for the most part, physical conditions that do not really affect developmental growth.

1. People with craniofacial differences often encounter unwanted staring, questions, or teasing about their appearance.
2. “It’s a survival instinct for something that looks different to catch your eye, but how you respond to someone that looks different is what counts,” says a pediatric brain specialist.

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Reading Comprehension Questions

Set 1: Lesson 3

Below are some questions about the sentences you just read about disabilities to help you better understand *Wonder*.

1. What is a disability?
2. What is a craniofacial difference?
3. What are some actions that can be impacted by craniofacial differences?
4. Why might having a craniofacial difference be difficult emotionally?
5. Put this sentence in your own words. *Craniofacial differences do not often impact cognition or mental development.*
6. What does the word pediatric mean?

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Words to Practice

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*Wonder*

Set 2: Lesson 7 289 Total Words

Below is a passage from *Wonder* written from August’s perspective. August has just walked out of his classroom after overhearing his classmates talking about him.



Rat boy. Freak. Monster. Krueger. E.T. Gross-Out. Lizard face. Mutant. I know the names they call me. I’ve been in enough playgrounds to know kids can be mean. I know, I know, I know.

I ended up in the second-floor bathroom. No one was there because first period had started and everyone was in class. I locked the door to my stall and took off my mask and just cried for I don’t know how long. Then I went to the nurse’s office and told her I had a stomach ache, which was true, because I felt like I’d been kicked in the gut. Nurse Molly called Mom and had me lie down on the sofa next to her desk. Fifteen minutes later, Mom was at the door.

“Sweetness,” she said, coming over to hug me.

“Hi,” I mumbled. I didn’t want her to ask anything until afterward.

“You have a stomach ache?” she asked, automatically putting her hand on my forehead to check my temperature.

“He said he feels like throwing up,” said Nurse Molly, looking at me with very nice eyes.

“And I have a headache,” I whispered.

“I wonder if it’s something you ate,” said Mom, looking worried.

“There’s a stomach bug going around,” said Nurse Molly.

“Oh, geez,” said Mom, her eyebrows going up as she shook her head. She helped me to my feet. “Should I call a taxi or are you okay walking home?”

“I can walk.”

“What a brave kid!” said Nurse Molly patting me on the back as she walked us towards the door. If he starts throwing up or running a temperature, you should call the doctor.”

“Absolutely,” said Mom shaking Nurse Molly’s hand. “Thank you so much for taking care of him.”

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Reading Comprehension Questions

Set 2: Lesson 7

Below are some questions from the passage you read in *Wonder* pages 79 -80.

1. The first line of this passage is a list of names with a period after each name. Why did the author include a period after each name?
2. Where did Auggie hide when he was upset?
3. Why did Auggie go to the Nurse’s Office?
4. Why might Nurse Molly look at August with very nice eyes?
5. Dialogue refers to the words a character says aloud. Dialogue is usually paired with a short phrase, or speaker tag, that tells you who is speaking. One example of a speaker tag is *she said*. List two additional speaker tags from the passage.
6. What punctuation mark is used to show the start and end of dialogue?

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Words to Practice

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*Wonder*

Set 3: Lesson 11 270 Total Words

Below are some sentences about genetic traits to help you understand Auggie’s disability.

1. Every person has traits or characteristics that make them unique.
2. Many of these traits are passed down from our parents through our genes.
3. Genes are made of DNA, and they are the parts of your cells that determine your traits.
4. When a baby is born, half of their genes come from one parent and half come from the other.
5. Genes carry information that affects appearance (like eye color or height), health (like risks for certain diseases), and even personality.
6. However, because each person’s genes are a random mixture of their parental DNA, even siblings with the same parents do not have the exact same genes.
7. Genetics is the study of genes and how traits are passed down from one generation to the next.
8. Some genes are dominant, and some are recessive.
9. When genes are combined, the dominant gene is expressed (meaning it will be present or shown in the person), and the recessive trait is masked, meaning the person will not have that trait or characteristic.
10. For example, having red hair is a recessive trait.
11. A person needs two copies of the recessive gene, one from each parent, to end up with red hair.
12. However, a person without red hair can still pass on a red hair gene to their child.
13. That person would be considered a carrier for the trait, meaning that while the trait is not expressed in them, the gene is still part of their DNA.
14. Carriers of certain genes may never even realize it, and those traits may not be expressed for generations.

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Reading Comprehension Questions

Set 3: Lesson 11

Below are some questions from the sentences you just read about genetic traits.

1. What are genes?
2. Where do a person’s genes come from?
3. What kind of information is carried in genes?
4. What do you call the study of genes?
5. What is a recessive trait?
6. What does it mean to be a carrier of a trait?

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Words to Practice

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*Wonder*

Set 4: Lesson 15; pgs 134-135 275 Total Words

Below is a passage from *Wonder* written from Jack’s perspective. Jack’s mom has just gotten off the phone with Mr. Tushman, the principal, and is explaining to Jack why he called.



And when she hung up, I was like, “What’s up, what did he say?”

And mom said, “Well, it’s actually very flattering but kind of sad, too. See, there’s this boy who’s starting middle school this year, and he’s bever been to a real school environment before because he was homeschooled, so Mr. Tushman talked to some of the lower school teachers to find out who they thought they were some of the really really great kids coming into fifth grade, and the teachers must have told him you were an especially nice kid – which I already knew of course – and so Mr. Tushman is wondering if he could count on you to sort of shepherd this new boy around a bit?”

“Like let him hang out with me?” I said.

“Exactly,” said Mom. “He called it being a welcome buddy.”

“But why me?”

“I told you. Your teachers told Mr. Tushman that you were the kind of kid who’s known for being a good egg. I mean, I’m so proud that they think so highly of you . . . .”

“Why is it sad?”

“What do you mean?”

“You said it’s flattering but kind of sad, too.”

“Oh.” Mom nodded. “Well, apparently this boy has some sort of . . . um, I guess there’s something wrong with his face . . .or something like that. Not sure. Maybe he was in an accident. Mr. Tushman said he’d explain a bit more when you come to the school next week.”

 “School doesn’t start till September!”

“He wants you to meet this kid before school starts.”

“Do I have to?”

Mom looked a bit surprised.

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Reading Comprehension Questions

Set 4: Lesson 15

Below are some questions from the passage you read in *Wonder, pgs 134-135*.

1. Why does Mr. Tushman call Jack’s mom?
2. Why might Auggie need someone to help him during the first few weeks of school?
3. Why is Jack chosen to be a ‘welcome buddy’?
4. When something is flattering it means it is full of praise. Why is Mr. Tushman’s question flattering to Jack?
5. The author doesn’t use speaker tags next to all of the dialogue. Go back in the passage and put a **J** next to Jack’s dialogue and an **M** next to Mom’s dialogue. How can you tell who is talking?
6. Why might Mom be surprised when Jack says, “Do I have to?”

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Words to Practice

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*Wonder*

Set 5: Lesson 21 206 Total Words

Below are some sentences about bullying.

1. According to stopbullying.gov bullying is unwanted, aggressive behavior that involves a power imbalance.
2. In other words, kids who use their power to control or harm others with less power.
3. It could be physical power like strength or size or social power, like popularity.
4. This behavior is repeated over time.
5. R.J. Palacio, the author was asked about her experience with bullying, she explained:
6. I know that bullying takes many forms besides the more obvious physical kinds that occur.
7. There’s social isolation. There’s ridicule. There’s abandonment of friends.
8. Those kinds of things I did experience, although never on the level Auggie does, of course.
9. I remember kids like Julian. They feel emboldened and empowered by putting someone else down.
10. It’s the classic bullying. Find someone in every crowd that can be at the bottom of the pecking order.
11. That is what Auggie was to Julian—someone to be at the bottom of the food chain.
12. When it wasn’t Auggie, it was Jack by association to Auggie.
13. And if it weren’t Auggie or Jack it would have been someone else.
14. The Julians of the world always need somebody to put down to feel elevated themselves.

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Reading Comprehension Questions

Set 5: Lesson 21

Below are some questions from the sentences you just read about bullying.

1. What is bullying?
2. List three forms of bullying.
3. What does it mean to be at “the bottom of the pecking order”?
4. Why might Jack be at the “bottom of the pecking order”?
5. Who is R.J. Palacio taking about when she says, “Julians of the world”?
6. Why might “the Julians of the world” always need to put someone down?

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Words to Practice

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*Wonder*

Set 6: Lesson 26: pgs. 269-270 253 Total Words

Below is the passage from *Wonder* written from Auggie’s perspective. It is after the boys were confronted and fought with the students from the other school.



 “Where the heck are we?” asked Amos. “I can’t even see the screen?”

“I think we are in the cornfields.” Answered Henry.

“Duh, we’re in the cornfields,’ said Miles, pushing the cornstalk at Henry.

“Okay, I know exactly where we are, “said Amos. “We have to go back in this direction. That’ll take us to the other side of the field.”

“Yo, dudes,” said Jack, hand high in the air. “That was really cool of you guys to come back for us. Really cool. Thanks.”

“No problem,” answered Amos, high-fiving Jack. And then Miles and Henry high-fived him, too.

“Yeah, dudes, thanks,” I said, holding my palm up like Jack just had, though I wasn’t sure if they’d high-five me too.

Amos looked at me and nodded. “It was cool how you stood your ground, little dude,” he said, high-fiving me.

“Yeah, Auggie,” said Miles, high-fiving me, too. “You were like, ‘We’re littler than you guys’ . . .”

“I didn’t know what else to say!” I laughed.

“Very cool,” said Henry, and he high-fived me too. “Sorry I ripped your sweatshirt.”

I looked down, and my sweatshirt was completely torn down the middle. One sleeve was ripped off, and the other was so stretched out it was hanging down to my knees.

“Hey your elbow’s bleeding,” said Jack.

“Yeah,” I shrugged. It was starting to hurt a lot.

“You okay?” said Jack, seeing my face.

I nodded. Suddenly I felt like crying, and I was trying really hard not to do that.

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Reading Comprehension Questions

Set 6: Lesson 26

Below are some questions from the passage you read in Wonder on pages 269-270.

1. Where are the boys standing?
2. Why does Jack thank Amos, Miles, and Henry?
3. Why might Auggie question whether the boys would high-five him back?
4. Why might Auggie feel like crying at the end of this passage?
5. Why is Auggie trying not to cry?
6. Dialogue is usually paired with a short phrase, or speaker tag, that tells you who is speaking. One example of a speaker tag is *she said.* Underline the speaker tags you see in the passage. How many did you find in all?