



## Science of Reading Proof Points

*Wonders* and *WonderWorks* support the delivery of high-quality literacy instruction grounded in the science of reading. They provide a comprehensive, integrated plan for meeting the needs of all students. Each program is developed to ensure that lessons focus on teaching the right content at the right time. The “right content” refers to teaching sufficient amounts of the content that has been proven to deliver learning advantages to students. The “right time” refers to a carefully structured scope and sequence within a grade and across grades. This ensures that teaching is presented in the most effective and efficient manner, with sound guidance to better support diverse learners.

The U.S. Department of Education has provided several well-respected summaries of research over the past two decades or so. These are valuable resources due to their methodological rigor, protection against conflicts of interest, and because their findings continue to hold up as additional research accumulates. The federal research summaries listed below, along with additional studies that have been conducted more recently, drove the evidence-based design and development of the *Wonders* and *WonderWorks* programs.

- [Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups](#) (National Institute of Child Health and Human Development [NICHD], 2000).
- [Preventing reading difficulties in young children, a review of research on early childhood reading commissioned by the National Research Council](#) (Snow, Burns, & Griffin, 1998).
- [Writing to Read: Evidence for How Writing Can Improve Reading. A Report from the Carnegie Corporation of New York](#) (Graham & Hebert, 2010).
- [Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report from the Carnegie Corporation of New York](#) (Graham & Perin, 2007).
- [Improving Reading Comprehension in Kindergarten Through 3rd Grade: A Practice Guide](#) (Shanahan et al., 2010).
- [Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade](#) (Foorman et al., 2016).
- [Teaching Elementary School Students to Be E A Practice Guide](#) (Graham et al., 2012).

## Foundational Skills

English is an alphabetic language; developing readers must learn to translate letters and spelling patterns to sounds and pronunciations, and to read text accurately, automatically, and with proper expression. When students learn to manage these foundational skills with a minimum of conscious attention, they will have the cognitive resources available to comprehend what they read.

Research shows that the explicit teaching of phonemic awareness, phonics, and text reading fluency are the most successful ways to succeed in foundational skills. *Wonders* and *WonderWorks* present a sequence of research-aligned learning activities in their grade-level placements, sequences of instruction, and instructional guidance across the following areas:

- Phonemic Awareness
- Phonics/Decoding
- Text Reading Fluency

**WEEK 1 Focus on Word Work**

**Build Foundational Skills with Multimodal Learning**

**Photo Cards**

**Response Board**

**Phonemic Awareness Activities**

**Sound-Spelling Cards**

**Word-Building Cards online**

**Phonics Practice Activities**

**Phonological/Phonemic Awareness**

- Recognize spoken alliteration in groups of words
- Isolate, blend, and categorize phonemes

**Phonics: /p/p**

- Introduce/review sound-spellings
- Blend/build words with sound-spellings
- Practice handwriting
- Decode and encode in connected texts

*Wonders* Grade K Teacher's Edition, Unit 2, p. T255E

At the beginning of each text set, the *Wonders Teacher's Edition* provides an overview of Word Work, including the skills that will be covered and the multimodal resources that will support this learning.

## See It in Action!

### Phonemic Awareness

Explicit, systematic instruction in phonemic awareness, specifically in segmenting and blending, has been shown to improve reading achievement.

### Phoneme Blending Routine

Introduce this routine by first blending two-letter VC words, such as *am* and *it*. Progress to CVC words that begin with a continuous sound (e.g., /r/, /l/, /m/, /n/, /t/, /s/, /v/, /z/). Next blend words that start with stop sounds (e.g., /b/, /d/, and /g/). Finally, blend words that begin with consonant blends and digraphs. Blending phoneme by phoneme should begin with two-phoneme words at the beginning of Kindergarten, move to three-phoneme words by mid-year, and then to four- or five-phoneme words in Grades 1 and 2.

- 1. Explain** Briefly explain the routine and its purpose to students.  
Today we will be blending, or putting together, sounds to make words.
- 2. Model** Say each sound in a word. Model how to blend the sounds to make the words.  
*I will put sounds together to make a word. Listen: /s/ /a/ /t/, /ssssaaaat/, sat. The word is sat.*
- 3. Guided Practice** Have students practice blending words phoneme by phoneme, sound by sound. Do the first word with students.  
Listen to the sounds. Blend, or put together, the sounds to say the whole word.  
*/s/ /a/ /t/      /m/ /a/ /t/ /u/*  
*/l/ /i/ /p/      /t/ /u/ /t/ /v/*  
Now let's try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.  
*/m/ /a/ /d/      /t/ /u/ /a/ /t/ /u/*  
*/w/ /i/ /sh/      /s/ /i/ /t/ /p/*  
*/s/ /p/ /i/ /t/ /u/      /t/ /u/ /t/ /p/ /s/*
- 4. Practice** Students can practice independently by completing related pages from the **Practice Book** or doing Phonological Awareness Activities online. See Additional Strategies and Tips for Teaching Phonological Awareness on page 45 for more ideas for independent practice.

PHONOLOGICAL AND PHONEMIC AWARENESS 39

Wonders Instructional Routines Handbook, p. 39

Research indicates that the most critical phonemic awareness skills are blending and segmenting, since they are most closely associated with early reading and writing growth and are implicated in the decoding process (NICHHD, 2000). The **Instructional Routines Handbook** in *Wonders* includes research-based routines for blending, segmentation, and other tasks to support development of these skills.

LESSON 2 READING • WORD WORK

**In a Flash: Sound-Spellings**

Display the Sound-Spelling Card for p.

1. Teacher: What's the letter? Children: p
2. Teacher: What's the sound? Children: /p/
3. Teacher: What's the word? Children: piano

Continue the routine for previously taught sounds.

### 5 Phonemic Awareness

#### Phoneme Blending

- 1. Model** Demonstrate how to blend phonemes to make words. Listen to the sounds in a word. /p/ /a/ /t/. I can blend those sounds to make a word: /paaat/ pat. When I blend the sounds, it makes the word pat. Model phoneme blending with the following:  
*/p/ /t/ /k/ pick    /p/ /a/ /t/ pan    /p/ /e/ /t/ pet*
- 2. Guided Practice/Practice** Listen to the sounds in a different word: /p/ /i/ /g/. Say the sounds with me: /p/ /i/ /g/. Let's blend the sounds and say the word /piig/, pig. Tell children to listen to the sounds in words, repeat the sounds, and then blend them to say the word. Guide practice and provide corrective feedback as needed.  
*/p/ /t/ /t/ pit    /p/ /a/ /k/ pack    /p/ /o/ /t/ pot*  
*/p/ /a/ /t/ pat    /p/ /a/ /s/ pass    /p/ /e/ /k/ peck*

**LEARNING GOALS**

- We can blend sounds to say words.
- We can connect letters to sounds to read words.
- We can read the word a.

**OBJECTIVES**

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  
Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.  
Read common high-frequency words by sight.  
Blend phonemes to form words.

**ELA ACADEMIC LANGUAGE**

- blend, connect

Wonders Grade K Teacher's Edition, Unit 2, p. T278

*Wonders* Phonemic Awareness lessons in the **Teacher's Editions** teach children to blend and segment phonemes as well as to isolate, identify, categorize, add, delete, substitute, and reverse phonemes.

5 min

### Phonemic Awareness

MULTIMODAL

#### Phoneme Segmentation


- 1. Model** Use the **Sound Boxes** and markers. Say: Listen as I say a word: kiss. Say the sounds in kiss with me: /k/ /i/ /s/. I'll place a marker in a box for each sound: /k/ /i/ /s/. There are three sounds in kiss. Repeat for luck.
- 2. Guided Practice/Practice** Distribute **Sound Boxes** and markers. Have children say each sound in the word as they place a marker in a box. Then have them say the word and tell the number of sounds in the word. Guide children with the first word.  
*keep /k/ /ē/ /p/    dock /d/ /o/ /k/    Kim /k/ /i/ /m/*  
*key /k/ /ē/    kit /k/ /i/ /t/    sick /s/ /i/ /k/*

If children need additional practice segmenting words into phonemes, have them use **Practice Book** page 260.

Wonders Grade K Teacher's Edition, Unit 6, p. T366


# Phonics/Decoding/Encoding

Research findings strongly support phonics instruction that is both explicit and systematic. An explicit approach includes specific directions to teachers for teaching letter-sound correspondences. A systematic approach is one that incorporates a planned, sequential set of phonetic elements to master. These elements are explicitly and systematically introduced in meaningful reading and writing tasks (Ehri, Nunes, Stahl, & Willows, 2001; Stuebing, Barth, Cirino, Francis, & Fletcher, 2008).




**5 mins**

## Phonics



### Introduce Short u

- 1 Model** Display the *Umbrella Sound-Spelling Card*. Teach /u/ spelled u using *up* and *sun*. Model writing the letter u. Use the handwriting models provided. *This is the Umbrella Sound-Spelling Card. The sound is /u/. The /u/ sound is spelled with the letter u. This is the sound at the beginning of the word umbrella. Listen: /uuu/, umbrella. I'll say /u/ as I write the letter u several times.*
- 2 Guided Practice/Practice** Have children practice connecting u to the sound /u/ by writing it. Say: *Now do it with me. Say /u/ as I write u. This time, write u five times as you say the /u/ sound. As needed, provide handwriting models for children to use.*



Sound-Spelling Card

Wonders Grade 1 Teacher's Edition, Unit 2, p. T90

*Wonders* phonics instruction is explicit and systematic and progresses from simple to more complex sound-spellings, providing support and scaffolding as new sound-spellings are introduced.

Phonics lessons in the *Wonders Teacher's Edition* provide modeling, guided practice, and independent practice, and indicate resources and tools that can be used to support multimodal instruction.

#### Routines

The routines in this section are integrated within the lessons in the Teacher's Edition.

##### Phonics Routine

- Sound-by-Sound Blending
- Sound-Spelling Cards
- Building Words
- Reading Decodables
- Multisyllabic Words
- Reading Big Words

#### Sound-by-Sound Blending Routine

For each week of phonics instruction in K-2, you will find word lists online to use with the blending routine. For most of the word lists

- Lines 1-2 contain decodable words found in the upcoming selection;
- Line 3 contains minimal contexts;
- Line 4 contains a mixed list with cumulative review words;
- Lines 5-7 contain sentences.

- 1. Explain** Briefly explain the routine and its purpose.  
*Today we will be blending sounds to make words. The more practice we have sounding out words with the letters and spellings we have learned, the better readers we will be.*
- 2. Model** Display the first word, writing it on the Response Board or placing letter cards in a pocket chart. Model how to blend sounds.  
*We will say each sound. Watch me, my turn: [Touch under each letter and say the sound] /s/ /i/ /t/ Now do it with me. [Touch under each letter and say the sound] with students. Now do it by yourselves. [Touch under each letter as students say the sound.]*  
*Now we will blend the sounds to make a word. Watch me, my turn: [Point to the left of a and sweep under the o, stretching each sound for 1-1 1/2 seconds as you blend them.] Now do it with me. [Sweep under the letters and blend the sounds with students.]*  
*Now do it by yourselves. [Sweep under the letters as students say the sound.] Repeat to blend the third sound.*

Now we will say the word. Watch me, my turn: [Slide your hand under the word] sat. Now do it with me. [Sweep under the letters and say the word with students.] Now do it by yourselves. [Sweep under the letters as students say the word.]

Repeat until students understand the task.

- 3. Guided Practice** Select words from the list, display them, and have students blend sounds. This portion of the lesson should be brief and take 5-10 minutes maximum.  
**[Point to each letter.]** Sound? Have students chorally say the sound. Repeat for each letter.  
**[Point to the left of the word, sweep under the first two letters.]** Blend? Have students chorally blend the sounds. Repeat for all letters in the word.  
**[Point to the left of the word, sweep quickly under the whole word.]** Word? Have students, chorally say the word.
- 4. Practice** Provide individual turns as a check. Call on several students for one word each. Call on students in an unpredictable order. Call more frequently on students who made errors. Have students chorally read the word lists and sentences. Students should read a word every two seconds. This will help to develop fluency with the words and spelling patterns before students read the Decodable Text.  
  
**For additional independent practice, assign the corresponding page(s) in the Practice Book or Phonics Activities online. See Additional Strategies for Teaching Phonics on pages 59 and 60 for more ideas.**

##### Teaching Tip

After months of blending practice, transition students to sounding out words in their head. Follow the same steps in Guided Practice, but have students say the sound in their head only. For the last step, when you sweep under the entire word and prompt students with Word?, have them say the word aloud. Be sure to offer enough time for students to blend the word in their heads before saying it, and reinforce this kind of blending when students are reading decodable text. The ultimate goal of blending is Whole Word Reading, where they scan and say the word. When students get to this stage, you may need to remind them they don't have to work through every sound for familiar words.

##### Corrective Feedback

To correct students who make a sound error, model the sound they missed, then have them repeat the sound. If they still make an error, have them say it with you. Take note of those sounds children consistently miss and provide needs-based research lessons during small group time.  
  
To correct students who make a blending error, model blending again, then lead students in blending, responding with them to offer support. Have them repeat on their own, checking at each blending step. Have them do this once more on their own. Then back up two words and repeat the Guided Practice step, restate the missed word, and continue on.  
  
If students struggle reading CVC words, use vowel-first blending. Point to the vowel, say its sound, and have children repeat. Then blend the word from the beginning.

Wonders Instructional Routines Handbook, pp. 50–51

Explicit decoding instruction that includes blending instruction using continuous phonation provides students with the best chance of making early learning progress (Gonzalez-Frey & Ehri, 2021; Martens, Werder, Hier, & Koenig, 2013; O'Connor & Padeliadu, 2000). The *Wonders Instructional Routines Handbook* and *Teacher's Edition* lessons teach blending using continuous phonation.

### Blend Words with Short u

- 1 Model** Display the *Word-Building Cards* f, u, n. Model how to blend the sounds. *This is the letter f. It stands for /f/. This is the letter u. It stands for /u/. This is the letter n. It stands for /n/. Listen as I blend these sounds together: /ffuuunnn/, fun. Continue to model, blending the words hug, nut, fuzz, and plum.*
- 2 Guided Practice/Practice** Display the Lesson 1 Phonics Practice Activity. Read each word in the first row with children. Blend the sounds; for example, /u/ /p/ /uuup/. The word is up. Continue to guide practice as needed with rows 2-7. Provide corrective feedback as children sound out decodable words, and read the words in connected text.


f
u
n

up	us	but	hut	fun	cub
mud	bug	duck	yuck	huff	stuff
rug	rag	luck	lock	truck	track
yelled	drum	skill	plum	head	puffed

Russ is snug in his bed.  
Gus plays the drums.  
A hen clucks.

Lesson 1 Phonics Practice Activity

Wonders Grade 1 Teacher's Edition, Unit 2, p. T91



**Action Script**  
The letter j stands for the /j/ sound as in jump. Let's stand up and give ourselves room to jump. Say /j/ /j/ /j/ jump! Jump! We jump and say /j/. This action will help us remember that the letter j stands for /j/.

**Articulation**  
**Description of Sound**  
The sound of /j/ in jump is a voiced consonant. The voice is used to make the /j/ sound. The sound is made as air pushes over the tongue along the top of the mouth.  
**How to Make Sound**  
Put your tongue on the top of your mouth, close to your front teeth. Now, open your mouth a bit and push your lips out a little. Use your voice and move your tongue down. You should feel a little puff of air move over your tongue.

**English Learners**  
**Variations in Languages**  
In some languages, including Spanish, Vietnamese, Hmong, Cantonese, and Korean, there is no direct sound transfer for /j/. In Spanish, j is pronounced similarly to /x/.

**Small Group Word Lists**

Words for Oral Practice		
Initial Position		
jacket	jig	jug
jade	jigsaw	juggle
jam	jingle	juice
January	job	july
jar	jog	jumble
jeep	join	June
jelly	joke	jungle
jet	jolly	junk
jewel	jot	jump
	joy	just
	judge	

When there is overlap in speech between where one phoneme ends and the next one begins, it is important to monitor changes in the mouth that occur as children pronounce words. The teacher directing attention to the shape and position of the lips and tongue will help children distinguish the sequence of phonemes in the pronunciation of words (Ehri et al., 2001). **Sound-Spelling Cards** in *Wonders* provide articulation support, with the lenticular versions of these cards offering images that shift to show articulation in action.

Wonders Sound Spelling Cards, front and back

**Read**

**Shared Read**

**Find Text Evidence**

- Underline and read aloud the word there.
- Circle and read aloud each word with the short e sound as in bed.



**Realistic Fiction**

**16** Ben and Mom head to town. It is a big trip. There is a lot to see.


**17** Ben and Mom will get on the bus. The driver stops on this block. Good job!

Wonders Grade 1, Unit 2, pp. 16–17

Using decodable texts in early reading accelerates students' knowledge and use of phonics patterns, improves their spelling, and positively affects their motivation to read (Blevins, 2000).

In *Wonders*, students reinforce and apply their phonetic knowledge in context through the Shared Read selections in the **Reading/Writing Companion** at Grades K–1, **Decodable Readers** at Grades K–2, and the Take-Home Stories in the Grades K–1 **Practice Book** blackline masters. **Decodable Passages** are also available online for all grades.


Bats Under the Dark Sky



A bat is an animal that likes to fly at night. If you see a bat, do not run. It will not hurt you. Let's find out about bats!

21

Wonders Grade 1, Unit 5, pp. 21–22



A bat might have fur on its head. The wings of a bat do not have fur.

When bats fly, they turn a lot. They might turn to go up or down. Bats can turn and fly fast, too.

22

Phonics  
Greek and Latin Roots

Name \_\_\_\_\_

Telescopes

Oscar had homework. His teacher had asked the class to watch a television show about science. Then she wanted each student to write a paragraph about it. Oscar loved looking through his brother's telescope. So he was pleased to find a television show about telescopes.

While watching the show, Oscar took notes with a pencil. Oscar had learned something interesting about pencils from another television show. Pencils are no longer made with lead. Today they are made with a material called graphite.

Using his notes, Oscar wrote his paragraph on a computer. After that, he took a photograph of his brother's telescope. It was easy to take the picture with an automatic camera. Then Oscar called his grandfather on the telephone. He told him all about his homework.

Museums

Last summer, my family visited museums. We saw old automobiles. Our automobile had a seat on the outside. It was at the back with no top over it. A sign described the automobile. Our paragraph told about the seat. It's called a rumble seat. I took a photograph of this automobile.

There we went to see airplanes. I had seen a television show about the Wright brothers. These men invented and flew the first airplane. We saw their plane!

We also saw jets. I learned about autopilot. Sometimes pilots set the airplane to keep jet at a certain speed. They may also use autopilot during bad weather to land. This is an astonishing. Before leaving, I bought a book about jets. I noticed the author's autograph in it.

**Write about something you learned from a television show.**

Decodable Passages

Decodable Passages Grade 3

Spelling instruction supports a deeper understanding of letter-sound correlations and improves decoding and spelling skills (Graham, Harris, & Chorzempa, 2002; Graham & Santangelo, 2014; Snow et al., 1998). **Wonders** spelling instruction is aligned to phonics instruction, emphasizing the relationship between decoding and encoding letter-sound correlations. Spelling skills are taught weekly and practiced in the **Practice Book**.

Phonics/Spelling • Word Sort

Name \_\_\_\_\_

**Digraphs** are two letters that form a new sound. The letters *th* form the sound at the start of *thunder*. The *ch* in *scratch* is a digraph. Other digraphs are *ch* as in *couch*, *sh* as in *show*, and *wh* as in *where*.

**DECODING WORDS**

The first syllable in *bathtub* is spelled *bat*. The letter *b* stands for /b/ and *a* stands for /a/. The letters *th* form a digraph that stands for /th/. The second syllable is spelled *tub*. The letter *t* stands for /t/, *u* stands for /u/ and *b* stands for /b/. Blend the letters together and read the word aloud: *bathtub*.

Read aloud the spelling words in the box. Then write the spelling words that contain the digraphs or trigraph below.

them	teacher	hatch	truth	pitch
thick	what	pathway	stretch	whales
fish	cheese	munch	chick	lunch

ch      th      tch

1. \_\_\_\_\_ 6. \_\_\_\_\_ 11. \_\_\_\_\_

Wonders Practice Book, Grade 3, p. 115

**WEEK 1** Focus on Word Work

Build Foundational Skills with Multimodal Learning

**Phonics Awareness Activities**

**Word Building Cards**

**Sound-Spelling Cards**

**Practice Book**

**High-Frequency Word Cards**

**Shared Read**

**Phonological/Phonemic Awareness**

- Identify and produce rhyming words
- Categorize, blend, and segment phonemes

**Phonics: Long a: a, ai, ay**

- Introduce/review sound-spellings
- Blend/basic words with sound-spellings
- Practice handwriting
- Structural Analysis: Build reading word bank
- Decode and encode in connected text

**Spelling: Long a: a, ai, ay**

- Understand spelling instruction
- Encode with sound-spellings
- Explore relationships with words and word families

**High-Frequency Words**

- Use Spelling Mats

See Word Work, pages T10–T13, T20–T23, T30–T33, T56–T57, T62–T63.

**Apply Skills to Read**

- Children apply foundational skills as they read decodable texts.
- Children practice fluency to develop word automatically.

Wonders Grade 1 Teacher's Edition, Unit 4, p. T3E

WRITING • CONVENTIONS • SPELLING

WEEK 1

**Long a: a, ai, ay, ea, ei, eigh, ey**

**LEARNING GOALS**

**1. Assess Prior Knowledge**

Read the spelling words about drawing out the vowel sounds. Point out the long a sound in each. Draw a line under it as you say the word. Explain that not all words with the long a sound are spelled in the same way.

**2. Differentiated Spelling**

Go online for Dictation Sentences for differentiated spelling lists.

**3. On Level and EL**

Use the Dictation Sentences from Day 5 to give the prompt. Say the underlined word, read the sentence, and repeat the word. Have children write the words. Then have children check their papers.

**4. Approaching Level**

Use the Dictation Sentences from Day 5 to give the prompt. Say the underlined word, read the sentence, and repeat the word. Have children write the words. Then have children check their papers.

**5. Beyond Level**

Use the Dictation Sentences from Day 5 to give the prompt. Say the underlined word, read the sentence, and repeat the word. Have children write the words. Then have children check their papers.

**3. Word Meanings**

Have children copy the three word groups below into their writer's notebooks. Copy the words aloud. Then ask children to add a spelling word that fits with the group.

- airplane, bus, boat (boat)
- burger, meatball, bacon (bacon)
- map, crab, scratch (scratch)
- cat, grab, scratch (scratch)

**4. Proofread and Write**

Write the sentences below on the board. Have children circle and correct each misspelled word. Have children use a print or a digital dictionary to check and correct their spellings.

- I have covered the floor of the bank (bank)
- The horse came into the station (station)
- These rocks weigh a lot (weigh)
- A crowd often works better than a rule (rule)

**5. Assess**

Use the Dictation Sentences for the proofread. Have children list the misspelled words in their writer's notebook. Look for children's use of these words in their writing.

See Practice Book page 157 for a proofread. See pages 158, 159, and 160 for review.

**Word Sorts**

**ORCH SORT**

Have children cut apart the Spelling Word Cards available online and label the back of each card. Have them read the words aloud with partners. Then have partners do an orch sort. Have them record their sorts in their writer's notebook.

**PATTERN SORT**

Complete the pattern sort from Day 1 by using the boldfaced key words on the Spelling Word Cards. Point out the consonant blends. Partners should compare and check their sort. See Practice Book pages 162, 163, and 168 for differentiated practice.

**STUDENT CHECK-IN**

**1. Student Check-In**

Use your online rubric to record children's progress.

Can children read and decode words with ending consonant blends?

Can children recognize and read high-frequency words?

**2. Check for Success**

**1. No**

Approaching: Follow up 1220–1227

EL: Develop pp. 1222–1227

**2. Yes**

On: Review pp. 1220–1222

Beyond: Extend pp. 1224–1225

Wonders Grade 2 Teacher's Edition, Unit 2, pp. T406–T407

## High-Frequency Words

WEEK 3

**In a Flash: High-Frequency Words**

- Teacher: Read the word. Children: could
- Teacher: Spell the word. Children: c-o-u-l-d
- Teacher: Write the word. Children: write the word. Hopsack with five, one, three, and three from last week.

**High-Frequency Words**

eat      no      of

under      who

- Model** Display the High-Frequency Word Cards eat, no, of, under, and who. Use the Read/Spell/Write routine to teach each word.
  - Read: Point to and say the word eat. This is the word eat. Say it with me: eat. We will eat sandwiches for lunch.
  - Spell: The word eat is spelled e-a-t. Spell it with me.
  - Write: Now write the word on your Response Board as we say each letter: e-a-t.
- Follow the same steps to introduce no, of, under, and who.
  - As children spell each word with you, point out sound-spellings children have already learned as well as any irregular sound-spellings, such as the /u/ sound spelled o in the word of.
  - Have partners say sentences using each word.
- Guided Practice** Have children read the sentences. Prompt them to identify the high-frequency words in connected text and to blend the decodable words.
  - What do you like to eat?
  - No, you can not go.
  - The trunk has lots of stuff in it.
  - The dog hid under the bed.
- Practice** Using the High-Frequency Word Cards or index cards, create a hopscotch course. Have children toss a marker and hop to the word, saying each word along the way. For additional practice with high-frequency words, have children complete the online activities for high-frequency words.

WORD WORK T173

Wonders Grade 1 Teacher's Edition, Unit 2, p. T173

In **Wonders**, high-frequency words are introduced using the Read-Spell-Write Routine that supports students in the orthographic mapping of words. This routine is included in the **Instructional Routines Handbook**.

Orthographic mapping is the mental process we use to store words for immediate retrieval and can be used for words with both regular and irregular sound-spellings. Words are anchored into permanent memory when the string of phonemes in word pronunciations is associated with the letter order in the written word (Ehri, 2013).

## Text Reading Fluency

Research says that students can better allocate working memory resources for more complex reading tasks if they can read accurately and fluently. When words are read “automatically,” the brain isn’t occupied with the details of the task itself and can instead attend to the meaning of the text being read (Rasinski, Blachowicz, & Lems, 2012).

### FOCUS ON FLUENCY



With partners, have children reread “The Best Spot” to develop fluency. Children should focus on their accuracy, trying to say each word correctly. Then have them read the story so it sounds like speech. Remind children the goal is to keep practicing until they can read the words automatically.

Wonders Grade 1 Teacher’s Edition, Unit 2, p. T175

**Routine**  
The Fluency routine aligns with the lessons provided in the **Teacher’s Edition** and will help support your students’ fluency development.

**Fluency Routine**

- 1. Explain** Briefly explain what reading fluency means.  
Today we are going to work on becoming more fluent readers. *Fluent readers read words accurately and make what they read sound like talking. We’ll go through examples of fluent reading together.*
- 2. Model** Model fluency by reading aloud using appropriate accuracy, rate, and expression. First, select a passage from a text. Then select an aspect of fluency to model, such as intonation.  
*When we read aloud with natural expression, we show which words go together by pausing, raising and lowering our voices, and emphasizing certain words and sounds. Today, I am going to read a passage from your Student Book. Listen to me read. Notice how fast or slow I am speaking, note any time I stop, make facial expressions, or raise or lower my voice. For example, if I read a question, I will raise my voice at the end.*  
Read the passage. Point out the places where you read with expression. Note the phrases or sentences in which you raised or lowered your voice to emphasize or de-emphasize certain words or sounds. Also point out where you paused to show which words go together.
- 3. Guided Practice** Echo, choral, and choral reading are good ways to help students practice correct fluency skills. Select a short passage to read with students. Provide them with a copy of the text.
  - a. Echo Reading** I am going to read a short passage. I will then go back and read a sentence or two, and you can repeat it after me. Listen to the way I read each sentence. You will use the same speed and expression.  
(For beginning readers, read one or two sentences at a time and have students repeat. For Grades 2–3, use a passage of approximately 150–200 words.  
As children repeat after you, provide corrective feedback if one or more students reads a word incorrectly.)
  - b. Cloze Reading** Today we are going to practice cloze reading. Read along silently as I read aloud. If I stop

**Corrective Feedback**  
As your students read, offer immediate feedback by pointing out the error, modeling how to correct it, or rereading the word. Ask the readers to start reading from the beginning of the sentence. It is essential for comprehension that students start over at the beginning of a sentence when they make an error and/or are to figure out a word for a lengthy period of time.

132 INSTRUCTIONAL ROUTINES HANDBOOK

Wonders Instructional Routines Handbook, p. 132



Ask children to use **Audio Recorder** to record themselves reading aloud the **Differentiated Genre Passage** “Helping Out in the Community.” Have them play back their recording and listen to their phrasing as they track print with a finger. Read a sentence with correct phrasing as an example, if needed. Tell children to ask questions as they listen, such as: *Did I group words together in phrases as I read? Did I look for commas and periods to know when to pause or stop?*

Wonders Grade 2 Teacher’s Edition, Unit 3, p. T50

At K–2, students receive daily foundational skills instruction that is immediately applied to reading connected texts. Reading with automaticity enables students to read texts—as opposed to decoding them—to better focus on the meaning of the texts such as the Shared Read texts in the **Reading/Writing Companion** and the Anchor Text in the **Literature Anthology** at Grades 1–2.

In Grades 3–5, fluency is explicitly addressed throughout each text set, with comprehensive weekly lessons and daily practice activities to build automaticity included in the **Teacher’s Edition**. Fluency lessons focus on accuracy, prosody, expression, and rate. Students can practice reading fluently with the Audio Recorder tool in the **digital course**.

## Related Resources

- [Foundational Skills: Grades K–5](#) by Dr. Jan Hasbrouck
- [Foundational Literacy: What the Research Says About Phonological Awareness](#)
- [Foundational Literacy: What the Research Says about Speaking and Listening](#)

## Reading Comprehension

Reading comprehension requires that students extract and construct meaning from text. To comprehend, students must learn to apply the prior knowledge they bring to the text to the information expressed through written language in the text. To accomplish this successfully, readers must do three things. They must:

- expand their knowledge through the reading of high-quality informative texts;
- learn to negotiate increasingly sophisticated and complex written language; and
- develop the cognitive abilities to manage and monitor these processes.

**Wonders** provides lessons built around a high-quality collection of complex literary and informational texts, focused on both the natural and social worlds. Teachers using **Wonders** will find explicit, research-based lessons in vocabulary and other language skills; guidance for high-level, high-quality discussions; and well-designed lessons aimed at building the executive processes that can shift reading comprehension into high gear, including:

- Building knowledge/using knowledge
- Vocabulary and other aspects of written language
- Text complexity
- Executive processes and comprehension strategies

## See It in Action!

### Building Knowledge

Reading comprehension requires readers to build connections between what they know (prior knowledge) and the text information. A reader's knowledge reduces memory load, supports inferencing, and increases the possibility of learning from text (Willingham, 2017).

**Integrate**  
10 **Make Connections** DOK 4

**Talk About It**  
Share and discuss children's responses to the "Amazing Animal Parents" Blast. Display the Build Knowledge anchor chart. Review the chart and have children read through their notes, annotations, and responses for each text. Then ask children to complete the Talk About It activity on **Reading/Writing Companion** page 34.

**Cite Text Evidence**  
Guide children to use text evidence to make connections between *Baby Bears*, "Eagles and Eaglets," and the photograph on page 34. Remind children to read the photo caption and to use the Quick Tip.

**Write**  
Children should use the chart as they respond to the writing prompt at the bottom of the page. After they finish, have groups share their responses.

**Build Knowledge: Make Connections**  
**Talk About the Text** Have partners discuss how animals and their offspring are alike and what they've learned about how parents help their offspring.  
**Write About the Text** Have children add their ideas to the Build Knowledge pages of their reader's notebooks.  
**Anchor Chart** Record any new ideas on the Build Knowledge anchor chart.

Wonders Grade 2 Teacher's Edition, Unit 2, p. T48

**SHOW YOUR KNOWLEDGE**

**Make a Picture Book**  
Think about how the young animals you read about grow. Think about ways they are not like their parents. How do they change and become adults? Show how three young animals grow up to be like their parents.

- 1 Look at your Build Knowledge notes in your reader's notebook.
- 2 Create a picture book that shows how three young animals change. Illustrate your book with drawings or photographs. Write captions that describe how each offspring becomes an adult.
- 3 Include some of the new words you learned. Use examples from at least three texts you read.

**My Goal** I know about how offspring are like their parents.

Think about what you learned in this text set. Fill in the bars on page 11.

Wonders Grade 2 Reading/Writing Companion, Unit 2, p. 35

**Unit 1** **Build Knowledge**

**Essential Question**  
What do you do at your school?

**Video At School** We can learn about rules and time. We can learn how to read. We can learn to do math.

**Literature Flip Book** In a new school year, we can hope for many things. We might hope to make new friends or to do well at sports. We might hope to take a field trip or to win a prize.

**Shared Read** Friends can help each other at school. They can work together to finish a project.

**Interactive Read Aloud** All around the world, children go to school. Some children in Peru take a boat to school. In China, children learn to write calligraphy. In Vietnam, children play on special swings at recess.

**Anchor Text** At school, special friends can help us when we are nervous.

**Paired Selection** We have important rules at school. We raise our hand. We listen quietly. We cross the street safely.

**Song At School** We can sing "The ABC Song." Singing songs can help us learn.

T3A Unit 1 (W1) K.1

Wonders Grade 1 Teacher's Edition, Unit 1, p. T3A

**5** **Build Knowledge**

**Essential Question**  
What do you do at your school?

Tell children that this week they will be talking and reading about things that happen at school. Discuss the Essential Question. Children can describe school activities they know.

**Watch the Video** Play the video without sound first and have partners narrate what they see. Then replay the video with sound and have children listen.

**Talk About the Video** Have partners share one thing they saw that reminded them of their school.

**Add to the Anchor Chart** Create a Build Knowledge anchor chart with the Essential Question and have volunteers share what they learned. Record their ideas on the chart.

Wonders Grade 1 Teacher's Edition, Unit 1, p. T6

In **Wonders**, each text set is focused on building knowledge through investigation of an Essential Question. After an introduction to the Essential Question, students self-evaluate how much they already know about the topic. Students reflect on the knowledge they have gained after reading each key text using a Build Knowledge Routine. Then at the end of the text set students complete a Make Connections activity and culminating Show Your Knowledge task where they synthesize that knowledge.



# Vocabulary

Researchers recommend that vocabulary should be taught both directly and indirectly—that is, using both explicit instruction in vocabulary and methods of decoding word meanings, on the one hand, and more contextual approaches to exposing students to vocabulary on the other (Harmon & Wood, 2018; NICHD, 2000, pp. 4–24).

**Oral Vocabulary Words**

Use the Define/Example/Ask routine on the print or digital **Visual Vocabulary Cards** to introduce the oral vocabulary words *immediately* and *schedule*. Children can use the words to discuss measuring time.

**Oral Vocabulary Routine**

**Define:** When you do something **immediately**, you do it right away, without waiting.


**Example:** When the mouse saw the hungry cat, it immediately ran into its hole.

**Ask:** What do you do immediately after you wake up?

**Define:** A **schedule** is a timetable showing when things will happen.

**Example:** According to the bus schedule, the last bus leaves at midnight.

**Ask:** According to our school schedule, what do we do after we eat lunch?



Wonders Grade 1 Teacher's Edition, Unit 3, p. T6

LESSON 1 READING • SHARED READ

Reread

**Academic Vocabulary**

Use the routines on the **Visual Vocabulary Cards** to introduce each word. If you **invented** something, you made something new. **Money** is the dollars and cents that you use to buy things. The **prices** of things are how much you have to pay to buy them. If you **purchase** something, you pay money to buy it. If you make a **record** of something, you write down information to save it. A **system** is a plan or a set of rules for doing something. The **value** of something is how much it is worth. If something is **worth** a certain amount of money, it costs that much money to buy it. Encourage children to use their newly acquired vocabulary in their discussions and written responses about the texts in this text set.

**LEARNING GOALS**

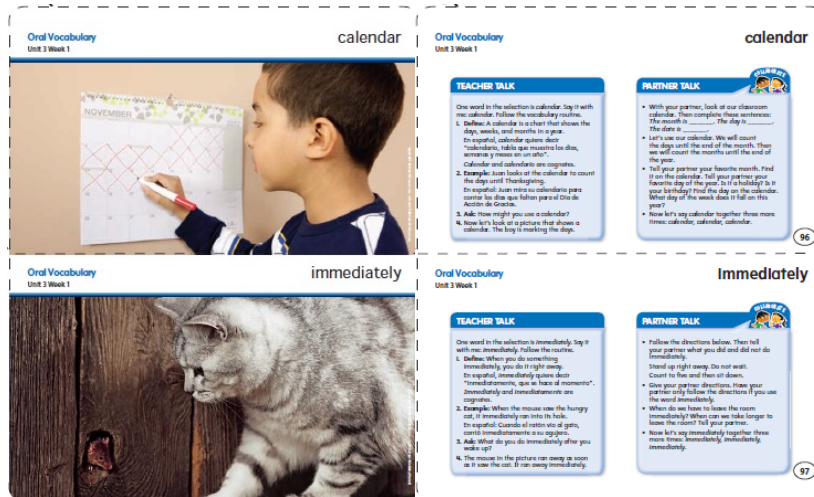
- We can use new vocabulary words to read and understand expository text.
- We can use paragraph clues to identify synonyms.

**OBJECTIVES**

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe. (e.g., When other kids are happy that makes me happy).

Wonders Grade 2 Teacher's Edition, Unit 6, p. T12



**calendar**

**TEACHER TALK**

- One word in the selection is calendar. Say it with me; calendar. Follow the vocabulary routine.
- Define:** A calendar is a chart that shows the days, weeks, and months in a year. In Spanish, calendar is *calendario*. "Calendario, table que muestra los días, semanas y meses en un año". Calendar and calendarios are cognates.
- Example:** Juan looks at the calendar to count the days until Thanksgiving. In Spanish, Juan mira su calendario para contar los días hasta el día de Acción de Gracias.
- Ask:** How might you use a calendar?
- Now let's look at a picture that shows a calendar. The boy is marking the days.

**PARTNER TALK**

- With your partner, look at our classroom calendar. Then complete these sentences: The month is \_\_\_\_\_. The day is \_\_\_\_\_. The date is \_\_\_\_\_.
- Let's use our calendar. We will count the days until the end of the month. Then we will count the months until the end of the year.
- Tell your partner your favorite month. Find it on the calendar. Tell your partner your favorite birthday. Find the day on the calendar. How many days does it fall on this year?
- Now let's say calendar together three more times: calendar, calendar, calendar.

**immediately**

**TEACHER TALK**

- One word in the selection is immediately. Say it with me; immediately. Follow the routine.
- Define:** When you do something immediately, you do it right away. In Spanish, immediately is *inmediatamente*. "Inmediatamente, que es hora de momento". Immediately and inmediatamente are cognates.
- Example:** When the mouse saw the hungry cat, it immediately ran into its hole. In Spanish, Cuando el ratón vio al gato, corrió inmediatamente en su agujero.
- Ask:** What do you do immediately after you wake up?
- The mouse in the picture ran away as soon as it saw the cat. It ran away immediately.

**PARTNER TALK**

- Follow the directions below. Then tell your partner what you did and did not do immediately.
- Stand up right away. Do not wait. Count to five and then sit down.
- Give your partner directions. Have your partner only follow the directions if you use the word immediately.
- When do we have to leave the room immediately? When are you no longer to leave the room? Tell your partner.
- Now let's say immediately together three more times: immediately, immediately, immediately.

Wonders Grade 1 Visual Vocabulary Card, Front and Back

The vocabulary lessons in *Wonders* focus on high-frequency words for early elementary students and include direct instruction on lower-frequency words as students progress. At all grade levels, high value words are the focus of instruction. Vocabulary lessons introduce target words using the Define/Example/Ask routine, and students have multiple encounters with new words as well as spiral review. In Grades K, 1, and 2, there is direct instruction of oral vocabulary. Starting in the second half of Grade 1 and continuing through Grade 5, there are direct instructional written vocabulary minilessons.

Reread | SHARED READ

**Vocabulary**

Use the sentences to talk with a partner about each word. Then answer the questions.

**invented** Thomas Edison **invented** the light bulb. What are other useful things people invented?

**prices** Murtha looked at the **prices** of sneakers. Do you know the prices of any food items or toys?

**purchase** Sam will **purchase** a snack. What is something you would like to purchase?

**money** A dollar bill is **money** made of paper. What coins do we use as money?

**record** Our teacher keeps a **record** of who comes to school every day. What is something you keep a record of?

**Build Your Word List** Choose an interesting word that you noted while reading. Look up and write its definition using a print or online dictionary.

**Paragraph Clues**

Look for paragraph clues when you read a new word. These words and sentences in the paragraph can help you figure out the meaning of the word.

**FIND TEXT EVIDENCE**

I'll use paragraph clues to figure out what shredding means. In the first sentence, I see the old bill can't be used again. The last sentence says shredding means "to cut it into tiny pieces."

The old dollar bill is returned to the big bank where workers decide that it can't be used again. They destroy the bill by shredding it. They cut it into tiny pieces.

**Your Turn** Use paragraph clues to figure out the meaning of the words below. change, page 14 Money that is given back if you torn, page 14

Wonders Grade 2 Reading/Writing Companion, Unit 6, pp. 16–17

Beginning in Grade 1 Unit 4, instruction is also provided for key vocabulary strategies to help students learn words indirectly. These strategies include Context Clues; Prefixes, Suffixes, and Greek and Latin Roots; Base Words; Use a Dictionary; and Idioms, Synonyms, Antonyms, Homophones, and Homographs.

## Text Complexity


Students should receive reading comprehension instruction with sufficiently complex and demanding texts. Students placed in such texts make the greatest reading gains (Brown, Mohr, Wilcox, & Barrett, 2017; Kuhn et al., 2006; Morgan, Wilcox, & Eldredge, 2000). Research evidence such as this has been accumulating, suggesting that at least under some circumstances, more challenging texts coupled with supportive teaching can improve reading achievement. Some early studies argued for setting instructional levels higher than in the past; these studies were finding greater amounts of reading progress when students were placed in relatively harder texts (e.g., Powell, 1968; Powell & Dunkeld, 1971).

"Wild Animal Families" Expository Text	"Eagles and Eaglets" Shared Read pp. 12–17 Expository Text	<i>Baby Bears</i> Anchor Text pp. 110–127 Expository Text	"From Caterpillar to Butterfly" Paired Selection pp. 128–129 Expository Text
<b>Qualitative</b>			
<b>Meaning/Purpose</b> Moderate Complexity	<b>Meaning/Purpose</b> Low Complexity	<b>Meaning/Purpose</b> Moderate Complexity	<b>Meaning/Purpose</b> Moderate Complexity
<b>Structure</b> Moderate Complexity	<b>Structure</b> Moderate Complexity	<b>Structure</b> Moderate Complexity	<b>Structure</b> Moderate Complexity
<b>Language</b> High Complexity	<b>Language</b> Moderate Complexity	<b>Language</b> Moderate Complexity	<b>Language</b> Moderate Complexity
<b>Knowledge Demands</b> Moderate Complexity	<b>Knowledge Demands</b> Moderate Complexity	<b>Knowledge Demands</b> Moderate Complexity	<b>Knowledge Demands</b> Moderate Complexity
<b>Quantitative</b>			
Lexile 700L	Lexile 520L	Lexile 590L	Lexile 560L
<b>Reader and Task Considerations</b>			
<b>Reader</b> Children will understand the purpose for reading the text. Children might be inspired to read about how other baby animals are like their parents.	<b>Reader</b> Children will understand the purpose for reading the text. Children might be inspired to read about how other young birds are like their parents.	<b>Reader</b> The text describes how baby bears are like their parents. In addition, photos with captions and a diagram with labels clarify and add information to the text.	<b>Reader</b> The text describes how caterpillars are like their parents. In addition, photos with captions and a diagram with labels clarify and add information to the text.
<b>Task</b> The questions for the Interactive Read Aloud are supported by teacher modeling. The tasks provide a variety of ways for students to begin to build knowledge and vocabulary about the text set topic. The questions and tasks provided for the other texts are at various levels of complexity, ensuring that all students can interact with the texts in meaningful ways.			


*Wonders* Grade 2 Teacher's Edition, Unit 2, p. T3C

*Wonders* offers extensive opportunities for every student at every grade to encounter text of appropriate complexity throughout the year. A Text Complexity Rubric rating for the texts in each text set is provided in the *Wonders Teacher's Editions*. This rubric includes Low, Moderate, and High Complexity ratings around Qualitative Measures, as well as Quantitative information and Reader and Task Considerations.

Another aspect of the role of text complexity has to do with the role of text in influencing student language development. The language that one is exposed to is an important factor in children's comprehension development. Children who listen to and read books with quality language are better able to interpret such language when they read on their own (Bus, van IJzendoorn, & Pellegrini, 1995; Hoffman, Sailors, Duffy, & Beretvas, 2004; Koskinen et al., 2000; Leinhardt, Zigmund, & Cooley, 1981; National Early Literacy Panel [NELP], 2008). More complex text is usually more sophisticated text, and thus improved language usually means improved reading comprehension (Dickinson, Griffith, Golinkoff, & Hirsh-Pasek, 2012; Fitzgerald, Elmore, et al., 2015; NELP, 2008).



15 mins



MULTIMODAL

### Oral Language

**Essential Question**  
*What jobs need to be done in a community?*

Remind children that this week they have been learning about jobs in the community. Guide children to discuss the question using information from what they have read and discussed. Use the online or print **Visual Vocabulary Cards** and the Define/Example/Ask routine to review the oral vocabulary words *occupation*, *community*, *equipment*, *fortunately*, and *astounding*.

Guide children to use each word as they talk about what they have read and learned about what jobs are done in the community. Prompt children by asking questions.

- What *occupations* have we read about?
- What is a job people do in *your community*?
- What special *equipment* do the construction workers use in "Good Job, Ben!"?
- Why is it *fortunate* to have firefighters in the community?
- What would be an *astounding* occupation to have?



Review last week's oral vocabulary words *agree*, *difficult*, *exercise*, *exhausted*, and *physical*.

Reading comprehension depends upon readers' abilities to negotiate written language. These written language abilities are, in turn, dependent on oral language proficiencies. This is especially the case during a reader's early years. The stronger the young readers' oral language skills, the more likely they will be able to understand and learn from written language.

*Wonders* provides considerable amounts of direct instruction and practice of oral language skills. Grades K and 1 feature explicit lessons in oral vocabulary and listening comprehension each week. These oral skills become an important basis for the reading comprehension lessons that students engage with in the program.

*Wonders* Grade 1 Teacher's Edition, Unit 2, p. T46

Exploring text ideas through language provides opportunities for extending students' vocabulary (Beck, McKeown, & Kucan, 2002), for engaging in decontextualized talk (Dickinson & Morse, 2019), and for using listening comprehension as a basis for developing an understanding of text (Williams, 2018). Across all grades of **Wonders**, **Interactive Read Aloud** lessons foster listening comprehension, and Collaborative Conversations instruction supports students in engaging in meaningful discussions about the texts that they listen to and read and the knowledge they are building.

 <p><b>Build Knowledge</b></p> <p>Review how to add new ideas using the Collaborative Conversations box. Then have children turn to pages 10-11 of their <b>Reading/Writing Companion</b>. Guide children to discuss the photo. Then ask:</p> <ul style="list-style-type: none"> <li>• <i>Where do you think this man is? How do you know?</i></li> <li>• <i>What is his job? Why is his job important?</i> Talk with a partner.</li> </ul> <p><b>Build Vocabulary</b></p> <p><b>Talk</b> Have children talk with a partner about community jobs.</p> <p><b>Write</b> On page 11, have children write words about community jobs.</p> <p><b>Create a Word Bank</b> Create a separate section of the Word Bank for words about community jobs. Children can suggest words to add.</p>	 <p><b>COLLABORATIVE CONVERSATIONS</b></p> <p><b>Add New Ideas</b> As children engage in partner, small-group, and whole-group discussions, encourage them to:</p> <ul style="list-style-type: none"> <li>• stay on topic.</li> <li>• connect their own ideas to the comments of others.</li> <li>• respond to the comments and ideas of others.</li> </ul>
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Wonders Grade 1 Teacher's Edition, Unit 2, p. T46

Oral language development is influenced by the texts that students read and that are read to them (Dickinson et al., 2012; Dickinson & Morse, 2019; Fitzgerald, Amendum, Relyea, & Garcia, 2015; NELP, 2008). Dialogic reading is an effective and efficient way to develop students' oral language and comprehension skills (Shanahan & Lonigan, 2017; Kim & Piilcher, 2016; Mol, Bus, de Jong, & Smeets, 2008; Stahl & Nagy, 2006; Williams et al., 2005; Shanahan, 2022). Dialogic instruction includes generating questions, engaging in discussion, and listening carefully to the ideas of others (Fisher & Frey, 2020).

Dialogic reading centers on children and teachers having conversations about texts. The literature in **Wonders** facilitates many opportunities for teachers and students to engage in dialogic reading. **Interactive Read Alouds**, **Literature Big Books**, **Shared Reads**, and **Literature Anthology** anchor texts offer rich material for lively and instructive text-based conversations.

READING • LISTENING COMPREHENSION    WEEK 1

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**10** **Read the Interactive Read Aloud**

**Connect to Concept**

Tell children that you will be reading aloud a nonfiction text about the different jobs that people have in a community. Display the **Interactive Read Aloud Cards**. Read the title "Jobs Around Town."

**Set Purpose** Say, *Let's read to learn about different jobs in a community.* Read the selection aloud as you display the cards. Remind children to listen carefully.

**Oral Vocabulary** Use the Oral Vocabulary prompts as you read the selection to provide more practice with the words in context.

**Suffixes** Tell children that as you read, they can use suffixes to help them understand the meaning of unfamiliar words. Model the strategy using a sentence on Card 1.

**Teacher Think Aloud** When I read "Still other workers put the wires..." I wondered what the word *wires* meant. If we are not sure what a word means, we can look at its parts. *Wires* has the suffix *-s*, which means "more than one." I know that a *wire* is a very thin piece of metal, so the word *wires* must mean many pieces of metal.

Continue reading the selection, stopping to ask children to use suffixes to figure out the meaning of unfamiliar words.


**Student Think Aloud** After you read Card 3, reread the sentence about bandages. Ask, *How can you figure out what bandages are?* I look at the word part *it* has the suffix *-s*, which means "more than one." So now I know that *bandages* means more than one bandage.

**Build Knowledge: Make Connections**

**Talk About the Text** Have partners discuss why the jobs in this text need to be done in a community.

**Add to the Anchor Chart** Record any new ideas on the Build Knowledge anchor chart.

**Add to the Word Bank** Then add words related to community jobs to a separate section of the Word Bank.



**LEARNING GOALS**

We can listen actively to learn about different jobs in a town.


**OBJECTIVES**

Use frequently occurring affixes as a clue to the meaning of a word.

**ELA ACADEMIC LANGUAGE**

- affix
- Cognate: suffix

**DIGITAL TOOLS**



**SPOTLIGHT ON LANGUAGE**

**Cards 1 and 2** Operate can mean "to work something." What do workers operate? (a truck) If you crush something, you make it smaller. Talk to your partner about why garbage collectors crush garbage.

**Card 4** If you decide something, you pick it. Librarians decide which books to have in libraries. You can decide where to go or what to eat.

**FORMATIVE ASSESSMENT**

**STUDENT CHECK-IN**

Have partners share one thing they learned about garbage collectors. Have children reflect using the Check-in routine.

BUILD THE CONCEPT/LISTENING COMPREHENSION    T19

Wonders Grade 1 Teacher's Edition, Unit 2, p. T19

“Helping students work with syntax, which is the grammatical and structural basis of our written language, supports their comprehension of text” (Hennessy, 2021). “Studies have long shown that teaching students how to disentangle the grammar of some sentences, how to take advantage of the cohesive links across a passage, and how to identify and use a text’s organizational structure all can improve reading comprehension” (Shanahan, 2020, p. 17).

In each grade of *Wonders*, students read a variety of rich, engaging complex texts. The Access Complex Text feature (ACT) in the **Teacher’s Edition** delivers scaffolded instruction focused on difficult language structures and other particularly challenging aspects of texts. *Wonders* provides scaffolding for seven different elements that may make a literary or informational text complex: purpose, organization, connection of ideas, sentence structure, genre, specific vocabulary, and prior knowledge.

**ACT** Access Complex Text

### Sentence Structure

Children may need support in understanding sentences that have complex structures or that contain more than one idea.

- Reread the first sentence on page 15. Ask: *What two things does the sentence compare? (birds and mammals) What did you learn about birds and mammals? (Birds have feathers. Mammals have fur.)*
- Reread the second and third sentences on page 15. Focus on the third sentence: “It cannot fly . . .” Ask: *What cannot fly? (the eaglet) When can it fly? (It can fly when it grows dark feathers.)* Use similar questioning to help children understand the fourth sentence in the paragraph.

**T10** UNIT 2 TEXT SET 1

*Wonders* Grade 2 Teacher’s Edition, Unit 2, p. T10

One of the most critical routines in *Wonders* is the Close Reading Routine, which is applied to a variety of texts in every unit. Students learn to close read by carefully examining complex texts, first by reading for the most important ideas and details, then by rereading with a focus on author’s craft and text structure, and finally by integrating ideas and making text-to-text connections, always citing evidence from the text. According to Dr. Douglas Fisher (2016), the “overarching goal of close reading is to cause students to engage in critical thinking with a text.” Close reading prompts and activities at increasing DOK levels appear throughout the **Reading/Writing Companions** and **Teacher’s Editions**.

The concept of close reading, though it has gained recent attention, is actually a relatively old idea (Adler & Van Doren, 1940; Brooks & Warren, 1938; Richards, 1925, 1942). Under this theoretical construct, meaning resides in a text. To gain access to this meaning, readers must read the text closely and repeatedly, weighing the author’s words and ideas, and relying heavily on evidence drawn from the text (rather than from the reader’s background knowledge or from external sources, such as the teacher). It is not a teaching technique per se, though its proponents believe that students should be engaged in this practice by their teachers regularly in order to establish it as a habit of mind.

Close reading is an active process that involves the deep, careful, and thorough analysis and evaluation of the key ideas and details of a text, along with a consideration of the text’s craft and structure (Newkirk, 2012; Piercy, 2011; Snow & O’Connor, 2016), and, perhaps, its connection with other texts (Adler & Van Doren, 1940). Close reading requires a deep, thorough, and critical analysis of the ideas in a text and the ways in which the text conveys those ideas. As such, readers—to engage in close reading successfully—must be able to paraphrase and summarize text information, to identify main points and key supporting details, and to evaluate both the meaning and tone of an author’s choices with regard to vocabulary, text structure, use of literary devices, and graphic elements, and consider a text’s clarity, precision, accuracy, relevance, significance, and logic (Fisher & Frey, 2014; Elder & Paul, 2004, p. 37). Analytical reading, deep reading, and critical reading are all at least partial synonyms for the ideas inherent in close reading.

## Close Reading Routine

### Read DOK 1-2

- Identify important ideas and details.
- Take notes and retell.
- Use **ACT** prompts as needed.

### Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use the **Reread minilessons and prompts**.

### Integrate DOK 3-4

- Integrate knowledge and ideas.
- Make **text-to-text connections**.
- Use the **Integrate lesson**.
- Complete the **Show Your Knowledge task**.
- **Inspire action**.

Wonders Grade 2 Teacher's Edition, Unit 2, p. T8

## Comprehension Strategies

Reading comprehension can be enhanced by strategies (NICHHD, 2000; Shanahan et al., 2010). Strategies are intentional actions readers use to increase attention to features of text or to think about that information in particular ways. Effective strategies include monitoring, graphic organizers, question generation, story structure analysis, summarization, inferencing (NICHHD, 2000); and activating prior knowledge or predicting, visualization, clarifying, retelling, and identifying text structure (Shanahan et al., 2010).

**36 • Reading Workshop**

### Make Inferences

An inference is an idea based on clues in the text, the illustrations, and what you know.

- ✓ Find text evidence, or clues, in different parts of the text.
- ✓ Think about what you already know.
- ✓ Put the clues and what you know together.
- ✓ Make an inference.

Making inferences helps you understand ideas the author does not say directly.

### Make Inferences

Choose a book or story to read or reread. Then choose an activity.

**Activity 1**  
Nonfiction Inferences

- Read a nonfiction text about an animal.
- Use text clues in the book and what you know to make inferences about the animal.
- Write a paragraph in your reader's notebook that tells what you inferred. Include the text clues and what you already knew that helped you make the inferences.

**Activity 2**  
Use a Graphic Organizer

Text Clues	What You Know	Inferences

- Make a copy of the chart in your reader's notebook.
- Read a nonfiction text.
- Fill out the chart. Use clues from the text and what you know to make an inference about the topic.
- Talk about how making an inference about the topic helped you understand the text.

**Activity 3**  
Make Inferences

**CHALLENGE**

- Write a story about a character who is brave, honest, kind, or another character trait.
- Include clues to describe the character. Clues might be what the character does or what others say about the character.
- Share your story with a partner. Ask them to make an inference about your character's trait.

Can you make inferences when you read? Write the number in your reader's notebook.

CHECK IT 1 2 3 4

Wonders Grade 2 Center Activity Cards, Front and Back

## WEEK 5



### MAKE INFERENCES

Remind children that to make inferences, they use text evidence and what they already know. They connect details to make inferences.

**Think Aloud** On page 71, I read that the chorus members practice for three hours each week. This tells me that they are willing to work hard and dedicate a lot of time to be in the chorus. I can infer that being in the chorus is important to the students. In the last paragraph, when a student says, “We just want to give it our best,” I can infer that the student is proud to be in the chorus and that the chorus is important to this student.

Wonders Grade 2 Teacher’s Edition, Unit 3, p. T285

LESSON 2 READING • SHARED READ

Reread

### Ask and Answer Questions

**1 Explain**

Explain to students that when they read, they can stop and ask themselves questions about a section to monitor their comprehension. They can also preview the selection before they read and ask questions based on their preview. After they’ve read the selection, they can ask additional questions about what they might want to learn further or to be sure they understood the most important information.

- To check their understanding of a section, students should stop and ask themselves a question, such as *Why did this event happen?* They can then reread the section to find the answer.
- To monitor their understanding of the whole selection, students might ask: *What are the central ideas in this selection?* Answering this question can help readers make inferences and determine how relevant details connect in the selection.

Point out that the strategy of rereading often goes hand-in-hand with the strategy of asking and answering questions.

**Anchor Chart** Begin an Ask and Answer Questions anchor chart. Have volunteers add points about the strategy to the chart.

**2 Model**

Model how asking and answering this question can help students better understand the text: *Why did Thoreau have to find a place of his own?* Reread the first paragraph of “A Life in the Woods” on Reading/Writing Companion page 13. Point out that relevant details in the text such as “chatter of guests in the next room” and “How would he write a book with such noise in his family’s house” show that Thoreau needed to find his own place because his family’s house was too noisy for him to write there.

**3 Guided Practice**

Help students work in pairs to reread the section “Back to Concord” on page 15. Have partners ask and answer a question about this section. Possible questions might include: *What had Thoreau set out to do? What had the woods taught him?* Students can reread the selection to find answers to these questions. Have partners discuss other sections of “A Life in the Woods” that they could ask and answer questions about.

T14 UNIT 1 TEXT SET 1

Wonders Grade 5 Teacher’s Edition, Unit 1, p. T14

Comprehension is a strategic process. Students must learn to monitor their comprehension and to make appropriate executive decisions about how best to read a text, to focus their attention, or to seek information outside of the text itself (e.g., looking a word up in a dictionary). *Wonders* teaches students to use a variety of research-based comprehension strategies including question generation, story structure analysis, summarizing, inferencing, visualizing, and rereading. Explicit instruction helps teachers focus student attention on the strategies while employing the gradual release of responsibility (I do, we do, you do) model. Teachers model strategies through read alouds and shared readings. Students then practice and apply strategies with anchor texts in the **Literature Anthology**.

FICTION

First  
Josie and Ling plan a sleepover.

Next

Then

Last

Unit 3 • Text Set 2 51

Wonders Grade 2 Reading/Writing Companion, Unit 3, p. 51

## Related Resources

- [Close Reading in Elementary Classrooms](#) by Dr. Douglas Fisher
- [Text Complexity](#) by Dr. Timothy Shanahan
- [The Essentials of Literacy Instruction: Text Quality and Text Complexity](#)
- [The Essentials of Literacy Instruction: Building Knowledge](#)

# Writing

It is not enough to be able to read, understand, and learn from the writing of others. Being able to communicate one's own ideas logically and effectively is necessary, too. As with reading, writing includes foundational skills (like spelling and handwriting), as well as higher-order abilities (composition and communication) and the executive processes required to manage the accomplishment of successful writing.

Research shows that reading and writing strengthen one another. Focusing writing instruction in the following areas will help students improve their reading:

- Writing foundations (spelling, handwriting, sentences)
- Quality writing for multiple purposes
- The writing processes
- Writing to enhance reading

## See It in Action!

### Writing Foundations

Research highlights the importance of providing students with explicit instruction in the foundational skills of writing. Students who receive direct teaching of spelling, handwriting, and sentence and paragraph construction produce higher quality writing than those students who don't (Graham, Harris, & Adkins, 2018; Graham et al., 2012; Graham & Santangelo, 2014; Graham et al., 2019; Lavoie, Morin, Coallier, & Alamargot, 2020; Saddler & Graham, 2005; Santangelo & Graham, 2016).

**Wonders** provides explicit lessons in foundational writing skills along with practice opportunities for students. By building confidence and proficiency in spelling, handwriting, and sentence construction, students have greater cognitive resources available for focusing on the formulation and organization of their ideas—and on the purpose and audience for their writing.

**1.10** **Developmental Writing**  
Plan Writing Instruction

**ARTICULATED INQUIRY** **Writing in Kindergarten**

**Overview**  
Children in kindergarten begin the year drawing and learning how to write letters. By the end of the year, they will have learned how to write cursive sentences. They reported to the book they are reading and they are writing observations, narratives, and opinion texts as well. In kinder, children write every day. As they progress, children learn basic writing skills, such as writing from left to right and writing across the page. They are also taught to copy, generate, and write. In kinder, they learn how to write simple sentences and learn to form letters. Their sentences can come together to tell a story. In the end of the year, they are able to write a paragraph. They are also taught to write across the page. Use the models to identify areas for improvement. Focus on children's progress in their writing development and guide their growth. Meet with children regularly to discuss their growth and writing goals. Use this routine when you meet with children.

**Supporting Emergent Writers**

**1. Identify Strengths**

- Choose a piece of student writing. Think about the writing skills and traits demonstrated.
- What does the writer know about writing?
- What does he or she do well?
- Share your observations with the child.

**2. Choose an Area for Improvement**

Think about what frustrated the child about his or her writing. Identify a Next Step writing skill to focus on.

**3. Next Steps**

Show the Next Step goal with the child. You may meet individually with a child or choose to have a small group discussion with children that have the same frustration or goal. You can discuss the following strategies to focus on:

- Writing Self-Lesson Book
- Writing This Lesson Book

In addition, use the Instructional Blueprint Handbook for more information on supporting children's writing about texts, the Writing Process, and Grammar skills.

**100** UNIT 4

Wonders Grade K Teacher's Edition, Unit 4, pp. T500–T501

**WRITING • CRAFT MINILESSONS**

**WRITING TOPIC SENTENCES**

**Writing Topic Sentences**

A topic sentence tells what the paragraph or section of writing is about. Topic sentences often appear at the beginning of a paragraph.

**Model Text** Read aloud page 13 of the Student Read in the Reading/Writing Companion page 13. Explain that the sentence following the topic sentence tells what the paragraph is about. Ask students to identify the topic sentence in the model text. Explain that the sentence following the topic sentence comes in the middle or end of a paragraph.

**Apply** Have children read the first paragraph on Reading/Writing Companion page 14 and identify the topic sentence. Ask them to underline the topic sentence.

**Apply** Have children write a paragraph about what they usually do on weekends. Tell them to underline the topic sentence.

**Write Topic Sentences**

Have children read the entire section and write a paragraph to summarize the information presented.

**STUDENT CHECK-UP**

After the task, ask by each student to identify the topic sentence in the model text. Have them underline the topic sentence in the model text.

**108** UNIT 2 LESSON 8

Wonders Grade 2 Teacher's Edition, Unit 2, p. T398

**WRITING • CONVENTIONS, SPELLING**

**LONG e**

**Assess Prior Knowledge**

Display and read the spelling words aloud, drawing out the long e sound. Print out the spelling patterns to separate. Separate the words by the number of long e sounds. Have students write the words in the middle and the y at the end.

**Challenge Words**

Review the week's long e spelling patterns. Use the Challenge Sentences for challenge words. Say the words, read the sentences, and try the word again. Have students write the words.

**Word Sorts**

Have students cut apart the Spelling Word Cards BLM in the Online Resource Book and sort the cards by spelling. Have students use Spelling about cards to do their own patterns on their own. Have them write the words on their own. Add partners to compare and check their work. See Practice Book page 27, and 28 for differentiated practice.

**122** UNIT 1 LESSON 7

Wonders Grade 4 Teacher's Edition, Unit 1, p. T272

# Quality Writing for Multiple Purposes

Correlational studies show that more writing is associated with better writing (Coker, Jennings, Farley-Ripple, & MacArthur, 2018; Graham & Santagelo, 2014; Moats, Foorman, & Taylor, 2006). Research also shows that knowledge about various genres of and schemas for writing, coupled with linguistic knowledge (spelling and sentence construction), also contribute to student variation in writing performance (Olinghouse & Graham, 2009).

In *Wonders*, writing and writing instruction are a regular and ongoing part of literacy instruction. The purposes and audiences for writing vary. Students write short pieces in response to the texts they read—writing summaries, taking notes, and responding to prompts. Self-selected writing options are provided, giving students choice in writing topics. At every grade, students develop longer writing pieces, working through the writing process to write a variety of narrative, expository, and opinion/argumentative texts. Rubrics and student models help students understand the elements of quality writing, and a bank of craft writing lessons allows for targeted instruction to meet the needs of all students.

**Writing**

**Center Activity Cards**

**Writing Process**

**Writing Process Card 39**

**Extended Writing**

Have children continue developing their narratives.

**Practice Book BLMs**

Grammar: pages 264–268, 279–283  
Spelling: pages 262–263, 277–278  
Handwriting: pages 451–476

**Digital Activities**

Grammar  
Spelling

**Self-Selected Writing**

Share the following prompts.

- What effects does an earthquake have on Earth's features?
- Would you rather travel by sea or by land?
- If you were a firefighter, what would you most like to do?
- What do you think it would be like to travel into the heart of a volcano?
- What creature under the sea would you most like to meet?

Wonders Grade 4 Teacher's Edition, Unit 4, p. T137J

**STEP 2 Inspire Early Writers**

**Build Writing Skills and Conventions**

**Write Letter Dd**

- Learn to write the letters.
- Practice writing.

**Write Words**

- Write words with Dd.
- Write high-frequency words.

**Write Sentences**

- Write sentences to expand on a topic.
- Follow Conventions.
- Recognize structure (with support).

**Writing Fluency**

Encourage children to write freely. Have them write as much as they can in response to the **Writing Bank** for fun and practice. Tell children to write about anything related to the topic of the story.

**For teachers, see pages T336–T338, T340–T342, T344–T346, T348–T350, T352–T354, T356–T358, T360–T362.**

**Write About Texts**

**WRITING ROUTINE**

Write the Prompt → Use Text Evidence → Write the Prompt

**Modeled Writing**

Write About the Texts Bank What Can You Do with a Prompt?

- Provide what you see for each prompt's example.

**Interactive Writing**

- Have children follow the steps of the writing process: draft, revise, edit, and evaluate.

**Independent Writing**

Write About the Texts Bank What Can You Do with a Prompt?

- Provide what you see for each prompt's example.
- Have children follow the steps of the writing process: draft, revise, edit, and evaluate.

**Self-Selected Writing**

Children can explore different writing modes.

- Journal Writing
- Letter Writing

**Additional Lessons**

Write About the Texts Bank (optional) differentiated support to writing skills, see pages T340–T342.  
Extended Writing (optional) to a list of prompts that support the writing process and writing in specific genres, see pages T344–T346.

Wonders Grade K Teacher's Edition, Unit 4, pp. T333E–T333F

# The Writing Process

Graham and Perin's 2007 meta-analysis of research on writing recommended an integrated approach to writing that incorporates elements from direct-skill instruction and the process-oriented methodology including frequent opportunities to apply specific skills in a variety of writing activities.

**PROJECT 2 Extended Writing: Write to Sources Expository Essay**

**Extended Writing Goals:**

- I can write an expository essay.
- I can synthesize information from three sources.

Start off each Extended Writing Project with a Writing Process minilesson, or choose a Craft minilesson from the Writing Craft Lesson Bank. As you confer with students, the rest of your students write independently or collaboratively or confer with peers.

**Writing Process Minilessons**

During Writing Process minilessons, students first analyze a craft or student model and then engage in writing practice, going through each step of the writing process to develop an expository essay.

- Analyze the Model
- Analyze the Expository Writing Prompt
- Write the Essay
- Plan Organize Ideas
- Draft: Writing Conventions
- Revise Peer Conferences

**Independent and Collaborative Writing**

- Provide time during writing for students to work on their writing collaboratively with partners and independently.
- Use this time for teacher and peer conferencing.

**Flexible Minilessons**

Choose from the following minilessons to focus on areas where your students need support.

**Writing Craft Lesson Bank**

- Write for an Audience T245
- Write for an Audience T246
- Write for an Audience T247
- Write for an Audience T248
- Write for an Audience T249
- Write for an Audience T250
- Write for an Audience T251
- Write for an Audience T252
- Write for an Audience T253
- Write for an Audience T254
- Write for an Audience T255
- Write for an Audience T256
- Write for an Audience T257
- Write for an Audience T258
- Write for an Audience T259
- Write for an Audience T260
- Write for an Audience T261
- Write for an Audience T262
- Write for an Audience T263
- Write for an Audience T264
- Write for an Audience T265
- Write for an Audience T266
- Write for an Audience T267
- Write for an Audience T268
- Write for an Audience T269
- Write for an Audience T270
- Write for an Audience T271
- Write for an Audience T272
- Write for an Audience T273
- Write for an Audience T274
- Write for an Audience T275
- Write for an Audience T276
- Write for an Audience T277
- Write for an Audience T278
- Write for an Audience T279
- Write for an Audience T280
- Write for an Audience T281
- Write for an Audience T282
- Write for an Audience T283
- Write for an Audience T284
- Write for an Audience T285
- Write for an Audience T286
- Write for an Audience T287
- Write for an Audience T288
- Write for an Audience T289
- Write for an Audience T290
- Write for an Audience T291
- Write for an Audience T292
- Write for an Audience T293
- Write for an Audience T294
- Write for an Audience T295
- Write for an Audience T296
- Write for an Audience T297
- Write for an Audience T298
- Write for an Audience T299
- Write for an Audience T300

**Grammar Lesson Bank**

- Correct Verb Forms T279

**Spelling Lesson Bank**

- Soft and Hard Sounds T280
- Differentiated Spelling List T281

Wonders Grade 3 Teacher's Edition, Unit 4, p. T228

**UNIT 1 Extended Writing Personal Narrative**

**Writing**

**Extended Writing Goal**

- I can write a personal narrative.

Children will engage in the writing process to write a personal narrative over the course of their week. Explicit writing instruction and flexible minilessons are provided to support children in their writing development. Children apply writing skills during independent writing time.

**Suggested Pacing**

Lesson	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Write a Personal Narrative	Plan	Draft	Draft	Draft
Revise and Edit	Revise and Edit	Revise and Edit	Publish, Present, and Evaluate	Publish, Present, and Evaluate

**Writing Process Lessons**

**Study Expert and Student Models**

**Literature Anticipation** (pp. 42–47)

- Analyze the Expert Model

**Reading/Writing Companion**, pp. 188–189

- Analyze the Student Model
- Observe Features of a Personal Narrative

**Plan the Personal Narrative**

**Reading/Writing Companion**, pp. 190–191

- Brainstorm Ideas for a Personal Narrative
- Plan, Organize and Write Ideas

**Draft the Personal Narrative**

**Reading/Writing Companion**, pp. 192–193

- Discuss Expert and Student Models
- Draft a Personal Narrative

**Revise and Edit**

**Reading/Writing Companion**, pp. 194–195

- Discuss Student Model
- Revise the Draft and Edit for Mistakes

**Publish, Present, and Evaluate**

**Reading/Writing Companion**, pp. 196–197

- Present the Final Draft
- Share and Evaluate Writing

**Flexible Minilessons**

Choose from the following minilessons to focus on areas where children need support.

**Personal Narrative Minilessons**

For more support with writing a personal narrative, use these minilessons: Plan and Organize T423, Revise and Edit T424, Sequence of Events T425, Concluding Sentences T426.

**Developmental Writing Support**

For more support with planning your writing (conference and small-group instruction, see the Student Model, pp. 188–189).

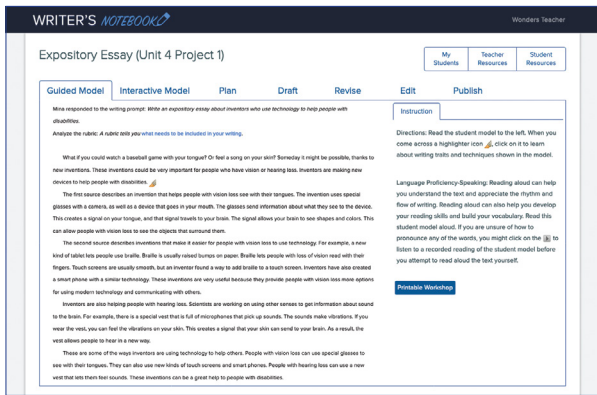
**Writing Skills Minilesson Bank**

Use these Writing Skills minilessons to differentiate instruction and develop critical writing skills. See pages T420–T426.

- Subject Sentences
- Sentence Capitalization
- Use Word Bank
- Let's Highlight Progression
- Spacing Between Words
- Write on the Lines
- Return Stamp
- Capitalize Punctuate
- Capitalize Proper Nouns
- Capitalize "I"
- Write a Complete Sentence
- Write a Question
- Use Conjunctions
- Use Punctuation to Show a Source
- Write Dialogue
- Adjust Tone and Voice
- Very Sentence Length
- Form a Paragraph

Wonders Grade 1, Unit 1, Teacher's Edition, pp. TAB2\_B–T401



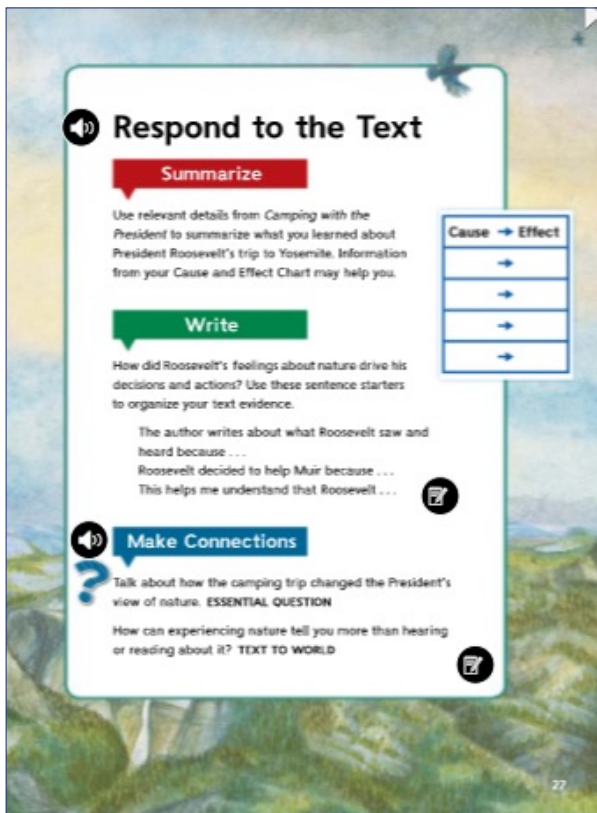


Online Writer's Notebook

**Wonders** includes extended writing projects at each grade that take students through the writing process. Students consider their purpose and audience as they plan, draft, revise, and edit their writing. Support for teacher and peer conferencing and a bank of writing minilessons are also provided. In Grades 2-5, the **Online Writer's Notebook** provides additional resources, such as videos and models for students, and anchor papers for teachers.

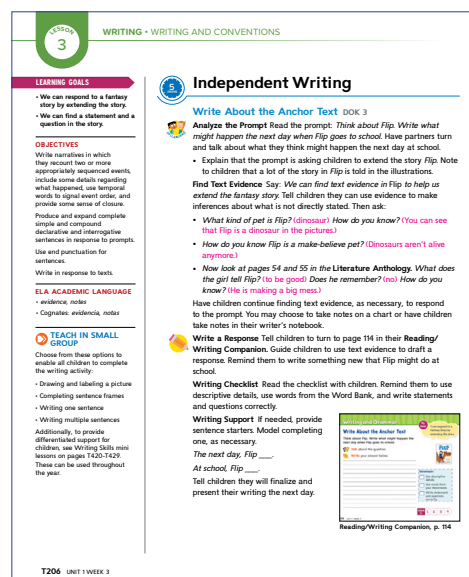
## Writing to Enhance Reading

Writing about a text is a powerful way of improving student reading achievement. When students write about a text, are explicitly taught writing skills and processes, and increase the amount of time spent writing, they demonstrate greater text comprehension (Graham & Hebert, 2010).



Wonders Grade 5 Literature Anthology, p. 27

In **Wonders**, students write about the texts they are reading. Prompts at the end of the Shared Reads and Anchor Texts invite students to reread a text with a purpose and develop a deeper comprehension of the text. An Analytical Writing Routine supports them in analyzing the prompt, stating a clear topic or opinion, citing text evidence, and adding a strong conclusion. As students learn to write more analytically about a text, they also improve their ability to write informational texts as well as opinion/argumentative texts.



Wonders Grade 1 Teacher's Edition, Unit 1, p. T206

## Quality of Instruction

The science of reading is dependent upon the sciences of teaching and learning, as well as on reading research. Reading research has identified specific best practices for teaching particular aspects of literacy. However, research has also revealed other important features of quality instruction that have implications for all learners and that may better support certain student populations. *Wonders* lessons reflect these quality issues in teaching:

- Lessons with explicit and appropriate purposes
- High challenge levels
- Appropriate opportunities for review
- Quality discussions promoted by high DOK-level questions
- Ongoing monitoring of learning
- Supports for English language learners

### See It in Action!

## Learning Goals and Student Agency

An important aspect of students' or readers' identity is a sense of agency. Individuals with a strong sense of agency have both a sense of being in control of and responsible for their own learning and understanding. Agency refers to intentions, decisions, actions, and persistence that students display when trying to learn. Research shows that it is closely aligned with literacy achievement in large-scale studies (Vaughn, Premo, Erickson, & McManus, 2020; Vaughn, Jang, Sotirovska, & Cooper-Novack, 2020).

The instructional routines in *Wonders* promote each student taking ownership of their learning. Clearly stated overarching goals at the start of each text set and extended writing project spell out for students what is expected of them. Each **Teacher's Edition** lesson begins with an explicit, purposeful learning goal that will help students build toward achieving those overarching goals. **Student Learning Goals reproducibles** and lesson Check-In Routines guide students to reflect on their learning and evaluate what they need to move forward, with the guidance of teacher conferencing and formative assessments. At the end of each unit, students are invited to set their own key learning goal for the next unit.

**MY GOALS**

Think about what you already know. Whenever you are is okay. Fill in the bars.

**What I Know Now**

I can read and understand expository text.

1 2 3 4

I can use text evidence to respond to expository text.

1 2 3 4

I know how people respond to natural disasters.

1 2 3 4

**Key**

1 = I do not understand.

2 = I understand but need more practice.

3 = I understand.

4 = I understand and can teach someone.

STOP You will come back to the next page later.

*Wonders* Grade 4 Reading/Writing Companion, Units 1–2, p. 10

Name \_\_\_\_\_ Unit 4

**My Learning Goals: Writing**

**I can write an expository essay.**

- I can use a rubric to understand what makes a strong expository essay.
- I can identify the central idea, relevant details, and relevant evidence in an expository essay.
- I can plan an expository essay.
- I can draft an expository essay and include a strong introduction and conclusion.
- I can revise my expository essay to make it stronger.

**I can synthesize information from three sources.**

- I can set a purpose for reading sources.
- I can take notes on sources.
- I can use information from sources to organize an expository essay.

*Wonders* Student Learning Goals, Grade 3, p. 25

## High Challenge Levels

### Compare Texts DOK 4

**Model** Compare the experiences of characters in two stories children read this week. Explain that when we compare, we think of how things are the same.

**Think Aloud** Let's think about how Nat's experience in school in *Nat and Sam* is the same as Jack's experience in "Jack Can." I will think about something important that happened to each of them. In "Jack Can," Jack can paint. In *Nat and Sam*, Nat can read. So something happened at school that is the same for Jack and Nat—they can both do something! Ask children to identify other ways Sam and Nat's experiences are the same. You can use a two-column chart to show the similarities.

*Wonders* Grade 1 Teacher's Edition, Unit 1, p. T41



### GIFTED AND TALENTED

**Synthesize** Ask children to think of the selections they've read and what might happen if the children in *Class Party* did not work together. Then challenge children to combine what they know and read. Have them come up with some new ideas about how this might affect the class and the party.

**Extend** Have children use examples from this week's selections or do additional research.

*Wonders* Grade 1 Teacher's Edition, Unit 1, p. T6



### Independent Writing

#### Write About the Anchor Text DOK 3



**Analyze the Prompt** Read aloud the prompt: *Why did Nat's feelings about school change?* Have partners turn and talk about how Nat feels about school after he loses Sam and at the end of the story.

- Explain that the prompt is asking them to tell why Nat's feelings about school change during the story. Tell children that the next step is to find text evidence and make inferences.

**Find Text Evidence** Say: *We need to find clues to help us write why Nat's feelings about school change. Let's look at page 12 in the Literature Anthology.* Then ask:

- *What happens to Sam? (The teacher takes Sam.) What clues tell you how Nat is feeling now? (The picture shows Nat looking sad.)*
- *Look at page 14. How does Pam help? (She gives Sam a book.)*
- *Look at pages 16-17. How does Nat feel now? How do you know? (He is happy now because his bear can read and so can he.)*

Have children continue finding text evidence, as necessary, to respond to the prompt. You may choose to take notes on a chart or have children take notes in their writer's notebook.



**Write a Response** Tell children to turn to page 46 in their *Reading/Writing Companion*. Guide children to use the text evidence to draft a response.

*Wonders* Grade 1 Teacher's Edition, Unit 1, p. T42

The complex, high-quality literature at the heart of *Wonders* will engage and challenge students of all ability levels. Rich, high DOK-level questions, frequent opportunities for meaningful discussions, and rigorous tasks are provided for all key texts. Many of the texts in *Wonders* center on relevant issues, examples, and real-world problems, along with prompts and questions that encourage students to engage and think critically about how they would address a similar problem or issue.

The Essential Question for each text set introduces the topic that will be explored in the text set, asking students to reflect on important questions such as, "How can people help out their community?" and "How do people respond to natural disasters?" Extended writing tasks allow additional opportunities for flexible connections, elaboration of student thinking, and original expression. Research and inquiry projects and Show Your Knowledge tasks provide students with opportunities to create and present, to explore their own interests, and to collaborate with peers.

For teachers looking for even greater levels of challenge, the differentiated small group pages for Beyond Level students offer advanced opportunities for close reading, collaboration, integration of knowledge, and skills development. Gifted and Talented feature boxes highlight ways to synthesize knowledge and extend learning for students who read, write, speak, or listen above grade level. In addition, teachers may access the suggested **Classroom Library** books and online lesson plans. Further enrichment opportunities can be found in **Leveled Readers**, **Genre Passages**, and **Center Activity Cards**.

## Monitoring Learning

**TEXT SET 1**  
**Progress Monitoring**  
Moving Toward Mastery

**FORMATIVE ASSESSMENT** For ongoing formative assessment, use students' self-assessments at the end of each lesson along with your own observations.

- STUDENT CHECK-IN
- CHECK FOR SUCCESS

**Assessing skills along the way . . .**

SKILLS	HOW ASSESSED
Comprehension Vocabulary	Digital Activities, Rubrics
Text-Based Writing	Reading/Writing Comparison; Respond to Reading
Grammar, Mechanics, Phonics, Spelling	Practice Book; Digital Activities including word sorts
Listening/Presenting/Research	Checklists
Oral Reading Fluency (ORF) Fluency Goal: 84–104 words correct per minute (WCPM) Accuracy Rate Goal: 95% or higher	Fluency Assessment

**At the end of the text set . . .**

SKILLS	HOW ASSESSED
Text Structure: Compare and Contrast Text Features: Diagrams and Headings Author's Perspective	Progress Monitoring
Context Clues: Multiple-Meaning Words	

Wonders Grade 4 Teacher's Edition, Unit 1, p. T3K

**FORMATIVE ASSESSMENT**

**STUDENT CHECK-IN**

Ask partners to share their graphic organizers on page 21. Have them use the Check-In routine to reflect and fill in the bars.

**CHECK FOR SUCCESS**

**Rubric** Use your online rubric to record student progress.

As students complete the Venn diagram about volcanoes and landslides, are they able to identify similarities and differences?

**Small Group Instruction**

**If No:**

- Approaching Reteach p. T61

**If Yes:**

- On Review p. T67
- Beyond Extend p. T73

Wonders Grade 1 Teacher's Edition, Unit 1, p. T19

Formative assessment data can have a positive effect on student academic achievement (Klute, Apthorp, Harlacher, & Reale, 2017). According to the National Research Council (NRC), regular classroom assessment allows for timely, effective instructional response to difficulties in conceptual knowledge and comprehension strategies (Snow et al., 1998).

**Wonders Teacher's Edition** lessons include frequent Formative Assessment features offering diagnostic Check for Success questions and differentiation recommendations. **Wonders** formative **Progress Monitoring Assessments** and summative **Unit Assessments** are designed to be administered at regular intervals to provide ongoing data to inform instructional decisions. Progress Monitoring and Unit Assessments include literature and informational texts. Questions provided include a mix of cognitive-level tasks in a variety of formats, including multiple-choice, technology-enhanced, and constructed-response items.

**UNIT 1**  
**Summative Assessment**

**Unit 1 Tested Skills**

COMPREHENSION	PHONEMIC AWARENESS	PHONICS STRUCTURAL ANALYSIS HIGH-FREQUENCY WORDS	GRAMMAR
<ul style="list-style-type: none"> <li>Character</li> <li>Character, Setting, Events</li> <li>Rhyme</li> <li>Topic and Relevant Details</li> <li>Text Features: Photographs</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme Categorization</li> <li>Phoneme Blending</li> <li>Phoneme Segmentation</li> <li>Phoneme Deletion</li> </ul>	<ul style="list-style-type: none"> <li>Short o</li> <li>Short i</li> <li>Consonant Blends: /l/ Blends</li> <li>Consonant Blends: /r/ Blends</li> <li>Consonant Blends: /s/ Blends</li> <li>Alphabetical Order</li> <li>Inflectional Ending: s</li> <li>Double Final Consonants</li> <li>High-Frequency Words</li> </ul>	<ul style="list-style-type: none"> <li>Sentences</li> <li>Word Order</li> <li>Statements and Questions</li> <li>Exclamations and Interjections</li> <li>Writing Sentences</li> </ul>

**Additional Assessment Options**

**Fluency**  
Access fluency using the Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), and Sight Word Fluency (SWF) assessments in **Fluency Assessment**.

**ELL Assessment**  
Assess English Language Learner proficiency and track children's progress using the **English Language Development Assessment**. This resource provides unit assessments and rubrics to evaluate children's progress in the areas of listening and reading comprehension, vocabulary, grammar, speaking, and writing. These assessments can also be used to determine the language proficiency levels for a subsequent set of instructions.

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**TIER 2**  
**Reteaching Opportunities with Intervention Online PDFs**

IF CHILDREN . . .	THEN RETEACH . . .
answer 0–7 <b>comprehension</b> items correctly	tested skills using the <b>Comprehension PDF</b> .
answer 0–3 <b>phonemic awareness</b> items correctly	tested skills using the <b>Phonemic Awareness PDF</b> .
answer 0–8 <b>phonics/structural analysis/HFW</b> items correctly	tested skills using the <b>Phonics/Word Study PDF</b> and the <b>Fluency PDF</b> .
score below the benchmark score on the <b>constructed-response</b> items	tested skills using the Write About Reading lessons in the <b>Comprehension PDF</b> .
name 0–33 letters correctly in <b>LNF</b> or have 0–22 phonemes correct in <b>PSF</b> or have an accuracy rate less than 50% in <b>SWF</b>	tested skills using the <b>Phonemic Awareness PDF</b> and/or the <b>Phonics/Word Study PDF</b> .

**GIFTED and TALENTED**

**Enrichment Opportunities**

Beyond Level small-group lessons include suggestions for additional activities in the following areas to extend learning opportunities for gifted and talented children:

- Leveled Readers**
- Vocabulary**
- Comprehension**
- Leveled Reader Library Online**
- Center Activity Cards**

Wonders Grade 1 Teacher's Edition, Unit 2, p. T443

## Supports for English Language Learners

**ELL English Language Learners**

Use the following scaffolds with **Guided Practice**. For additional support, see the **ELL Small Group Guide**.

**Beginning**

Help students find details to figure out the theme. On pages 152 and 153, point out “In no time at all, you’ll be joining me” and “A year later.” *What does this tell the reader?* Da goes to America a year before the family goes. *Why?* He has to **save money** to bring the family. *Which words describe the trip across the ocean?* (*rough, dirty socks, seasick*) *How does Nora feel when she finally sees Da?* She is **happy**. *She thinks dreams really do come true.* Help students write the theme: Immigration is **difficult**, but it can make **your dreams come true**.

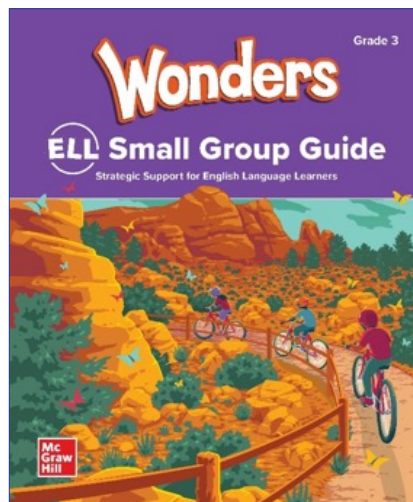
**Intermediate**

Guide students: *What do we learn from the phrases “In no time at all you’ll be joining me” and “a year later”?* Da goes to **America a year before the family**. He has to **work and save money to pay for their trip**. *What is Nora’s trip across the ocean like?* It is **rough/uncomfortable/difficult**. *How do you know how Nora feels at the end?* She thinks **dreams really do come true**. Help partners figure out the theme.

**Advanced/Advanced High**

Ask partners to find details about the characters and events that can help them figure out the theme. Point out text evidence, as necessary. Have students complete page 161 with details and the theme.

Wonders Grade 3 Teacher’s Edition, Unit 2, p. T109



Wonders ELL Small Group Guide, Grade 3

Literacy programs that provide support in oral language development in English, aligned with high-quality literacy instruction, are the most successful for English Language Learners (August & Shanahan, 2006).

Support for English Language Learners is integral to **Wonders**. Key elements include additional scaffolding appropriate to children’s language acquisition levels for whole-group lessons, allowing all students access to the grade-level instruction; small-group instruction in core ELA skills and standards; and a separate **ELL Small Group Guide** dedicated to strategic supports at all proficiency levels that incorporate Interactive Question-Response routines, text deconstruction, and text reconstruction as well as meaningfully scaffolded writing instruction.

**START SMART** Scaffolding the Shared Read

**Scaffolded Shared Read**

Wonders provides differentiated instruction for the **Shared Read**.

- Linguistically accommodated instruction for Intermediate, Advanced and Advanced High students offers access to the grade-level text.
- Pre-reading strategies enhance comprehension for students from different cultural backgrounds.
- Interactive Question-Response Routine with leveled prompts focuses on the meaning of the text.
- Oral language is developed through peer interaction.
- Digital recording of the selection to listen along.

More focused instruction for Beginning and Early-Intermediate students can be found online in the **Scaffolded Shared Read**.

- Explicit instruction builds language and literacy skills by having students engage in peer and independent work.
- Integrated instruction is provided in listening, speaking, reading, and writing.
- Working with smaller chunks of text helps English Language Learners respond to Guiding and Supplementary questions.
- The Scaffolded Shared Read is a path for Beginning and Early-Intermediate students to successfully level up.

Wonders ELL Small Group Guide, Grade 3, p. S2

## Related Resources

- [Guiding Principles for Supporting English Language Learners](#)
- [Leveling Up for English Learners](#) by Dr. Diane August
- [Improving Literacy for English Learners: What Teachers Need to Know](#) by Dr. Jana Echevarria

## More Information

For more information on the research that guides our **Wonders** program design, please refer to the following resources:

- [Wonders Research Evidence Compendium](#)
- **Wonders** Research Base Alignment (in the **Wonders** digital course)
- **Wonders** Instructional Routines Handbook (in the **Wonders** digital course)

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