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.


- Preventing reading difficulties in young children, a review of research on early childhood reading commissioned by the National Research Council (Snow, Burns, & Griffin, 1998).


- 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

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.
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 (NICHD, 2000). The Instructional Routines Handbook in Wonders includes research-based routines for blending, segmentation, and other tasks to support development of these skills.
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).

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.

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.

### Words for Oral Practice

<table>
<thead>
<tr>
<th>Word</th>
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### Small Group Word Lists

<table>
<thead>
<tr>
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<tr>
<td>judge</td>
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</tbody>
</table>

### Teaching the /j/ Sound

- **Phonemic Awareness:**
  - **Initial Position:**
    - Put your tongue on the top of your mouth, close to your front teeth.
  - **Final Position:**
    - Open your mouth a bit bigger.
  - **Description of Sound:**
    - 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.

### Decodable Passages

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.
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.

**High-Frequency Words**

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.

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).

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).

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.

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).

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, Zigmond, & 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).

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 astonishing.

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 astonishing 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 proficiency. 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.
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.

### Build Knowledge
**Review how to add new ideas using the Collaborative Conversations box.** Then have children turn to pages 10–11 of their *Reading/Writing Companion*. Guide children to discuss the photo. Then ask:
- Where do you think this man is? How do you know?
- What is his job? Why is his job important? Talk with a partner.

### Build Vocabulary
**Talk** Have children talk with a partner about community jobs.
**Write** On page 11, have children write words about community jobs.
**Create a Word Bank** Create a separate section of the Word Bank for words about community jobs. Children can suggest words to add.

### Add New Ideas
As children engage in partner, small-group, and whole-group discussions, encourage them to:
- stay on topic.
- connect their own ideas to the comments of others.
- respond to the comments and ideas of others.

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 & Pilcher, 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.
“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.

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.
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).
into four groups.)

school chorus is divided into two groups, but most adult choruses are divided (Both the school chorus and adult choruses divide the singers into groups. The

important to them.)

groups and most adult choruses have four groups.

They both divide

children.

altos.) Read the second paragraph with

Reread the first paragraph of page 70 with

AUTHOR'S CRAFT DOK 3

The school chorus has two

big job.

What do the chorus members do

each week? (They practice for three hours.)

Reread the first paragraph on page 70 with

AUTHOR'S CRAFT DOK 3

What had the woods taught him?

Possible questions might include:

What had Thoreau set out to do?

Back to Concord" on

page 15. Have partners ask and answer a question about this section. Help students work in pairs to reread the section "Back to Concord" on

too noisy for him to write there.

Thoreau needed to find his own place because his family's house was

THOUGHTS

• To monitor their understanding of the whole selection, students

• To check their understanding of a section, students should stop and

• Students use the Ask and Answer Questions anchor chart to add points

• Cognates:

monitor, comprensión

• To check their understanding of a section, students should stop and

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

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.

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

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

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

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

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

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 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.

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.
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).

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.
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.
**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

**Independent Writing**

**Write About the Anchor Text**  
**DOK 3**

**Write in response to texts.**

**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 changed 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

**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

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

Progress Monitoring
Moving Toward Mastery

Assessing skills along the way...

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<th>SKILLS</th>
<th>HOW ASSESSED</th>
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<tbody>
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<td>Comprehension</td>
<td>Test-Read/Writing Comprehension, stripped from Reading</td>
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<tr>
<td>Vocabulary</td>
<td>Test-Read/Writing Comprehension, stripped from Reading</td>
</tr>
<tr>
<td>Test-Read/Writing Comprehension</td>
<td>Test-Read/Writing Comprehension, stripped from Reading</td>
</tr>
<tr>
<td>Grammar</td>
<td>Test-Read/Writing Comprehension, stripped from Reading</td>
</tr>
<tr>
<td>Listening/Producing/Research</td>
<td>Diaries</td>
</tr>
<tr>
<td>Our Reading Journey (DRA)</td>
<td>Our Reading Journey (DRA)</td>
</tr>
<tr>
<td>At the end of the last set...</td>
<td>How assessed</td>
</tr>
<tr>
<td>Test-Read/Writing Comprehension and Evaluation of Writing Reading and Reflections</td>
<td>Progress Monitoring</td>
</tr>
<tr>
<td>Content Skill: Sentence Writing Skills</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Formative assessment data can have a positive effect on student academic achievement (Klute, Athorpe, 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.

Summative Assessment

<table>
<thead>
<tr>
<th>Unit 1 Tested Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td><strong>Phonemic Awareness</strong></td>
</tr>
<tr>
<td><strong>Phonics Structural Analysis/High Frequency Words</strong></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
</tr>
</tbody>
</table>

Wonders Grade 1 Teacher's Edition, Unit 1, p. T4K

Wonders Grade 2 Teacher's Edition, Unit 1, p. T4K

Reteaching Opportunities with Intervention Online PDFs

<table>
<thead>
<tr>
<th>IF CHILDREN...</th>
<th>THEN RETEACH...</th>
</tr>
</thead>
<tbody>
<tr>
<td>answer 0–7 comprehension items correctly</td>
<td>tested skills using the Comprehension PDF.</td>
</tr>
<tr>
<td>answer 0–3 phonemic awareness items correctly</td>
<td>tested skills using the Phonemic Awareness PDF.</td>
</tr>
<tr>
<td>answer 0–6 phonics/structural analysis/HFW items correctly</td>
<td>tested skills using the Phonics/Word Study PDF and the Fluency PDF.</td>
</tr>
<tr>
<td>score below the benchmark score on the comprehension test</td>
<td>tested skills using the Write About Reading lessons in the Comprehension PDF.</td>
</tr>
<tr>
<td>name 0–22 phonemes correctly in LNF or have an accuracy rate less than 50% in SWF</td>
<td>tested skills using the Phonemic Awareness PDF and/or the Phonics/Word Study PDF.</td>
</tr>
</tbody>
</table>

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
Supports for English Language Learners

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

Wonders ELL Small Group Guide, Grade 3

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

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.

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)
Works Cited


Works Cited continued


Stuebing, K. K., Barth, A. E., Cirino, P. T., Francis, D. J., & Fletcher, J. M. (2008). A response to recent reanalyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant. *Journal of Educational Psychology, 100*(1), 123.


