Alignment to the Science of Reading

Wonders and *WonderWorks* support the delivery of high-quality literacy instruction aligned to 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 [NICHHD], 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 Effective Writers: 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.

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

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., /f/, /l/, /m/, /n/, /r/, /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/, /sssaaat/, 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/ /d/	/m/ /a/ /t/
/l/ /i/ /p/	/r/ /u/ /n/

   Now let's try some harder ones. Listen to the word parts. Blend, or put together, the word parts to say the whole word.

/h/ /a/ /d/	/t/ /i/ /a/ /t/
/w/ /i/ /sh/	/s/ /l/ /i/ /p/
/s/ /p/ /u/ /n/	/t/ /l/ /i/ /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.

Teaching Tip

A phoneme is an individual sound and can be represented by a single letter, such as *s* for /s/, or by a combination of letters, such as *sh* for /sh/ or *oy* for /oi/.

Corrective Feedback

When students make mistakes during blending, stretch (or sing) the sounds together. Move your hands from right to left as you move from sound to sound to emphasize the changing sounds. Repeat the routine using the same word, asking students to respond without you. Go back and repeat the last two examples before proceeding with additional examples.

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

Pp
piano

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.

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

(5 mins) **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/ /i/ /k/ pick	/p/ /a/ /n/ 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 /piiig/, 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/ /i/ /t/ pit	/p/ /a/ /k/ pack	/p/ /o/ /t/ pot
/p/ /a/ /t/ pat	/p/ /a/ /s/ pass	/p/ /e/ /k/ peck

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 mins) **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.*

Sound Boxes

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** MULTIMODAL

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. L*isten: /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.

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*

f u n

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: /fffuuunnn/,* 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.

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 /h/.

Small Group Word Lists

Words for Oral Practice

Initial Position

jacket	jig	jug
jade	jigsaw	juggle
jam	jingle	juice
January	job	July
Japan	jog	jumble
jar	join	June
jaw	joke	jungle
jeep	jolly	junk
jelly	jot	jump
jet	joy	just
jewel	judge	

10

Wonders Sound Spelling Cards, front and back

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 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.

Wonders Grade 1, Unit 5, pp. 21–22

Decodeable 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**.

Wonders Practice Book, Grade 3, p. 115

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

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

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).

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

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

Wonders Instructional Routines Handbook, p. 132

MULTIMODAL LEARNING

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).

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

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

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

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; NICHHD, 2000, pp. 4–24).

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

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

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.

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.

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

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	Baby Bears Anchor Text pp. 110–127 Expository Text	"From Caterpillar to Butterfly" Paired Selection pp. 128–129 Expository Text
Qualitative			
Meaning/Purpose Moderate Complexity **Structure** Moderate Complexity **Language** High Complexity **Knowledge Demands** Moderate Complexity	**Meaning/Purpose** Low Complexity **Structure** Moderate Complexity **Language** Moderate Complexity **Knowledge Demands** Moderate Complexity	**Meaning/Purpose** Moderate Complexity **Structure** Moderate Complexity **Language** Moderate Complexity **Knowledge Demands** Moderate Complexity	**Meaning/Purpose** Moderate Complexity **Structure** Moderate Complexity **Language** Moderate Complexity **Knowledge Demands** Moderate Complexity
Quantitative			
Lexile 700L	Lexile 520L	Lexile 590L	Lexile 560L
Reader and Task Considerations			
Reader Children will understand the purpose for reading the text. Children might be inspired to read about how other baby animals are like their parents.	**Reader** Children will understand the purpose for reading the text. Children might be inspired to read about how other young birds are like their parents.	**Reader** 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.	**Reader** 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.

Task 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, 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

15 mins · MULTIMODAL

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*.

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

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.

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.

COLLABORATIVE CONVERSATIONS

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.

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 & 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.

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.

A C T 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.

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).

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

LEARNING GOALS

We can ask and answer questions to understand narrative nonfiction.

OBJECTIVES

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

ELA ACADEMIC LANGUAGE
• monitor, comprehension, reread
• Cognates: monitor, comprensión

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.

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 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.

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

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.

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

Wonders Grade 1, Unit 1, Teacher's Edition, pp. TAB2_B–T401
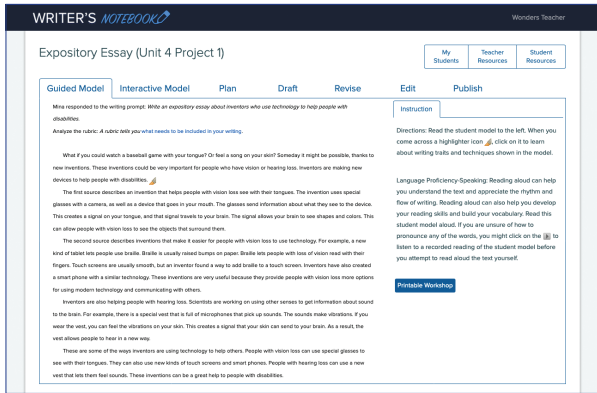
Online Writer's Notebook

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).
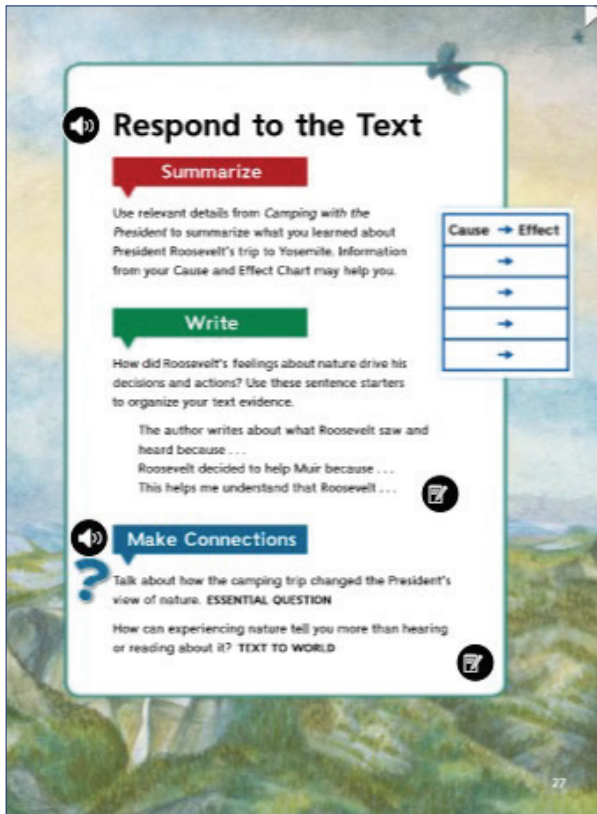
Wonders Grade 5 Literature Anthology, p. 27

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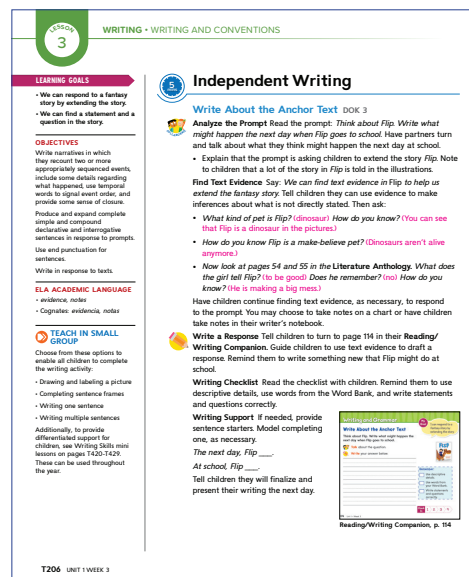
Wonders Grade 1 Teacher's Edition, Unit 1, p. T206

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.

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

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

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5 mins 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

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, 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.

Wonders Grade 1 Teacher's Edition, Unit 1, p. T448

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

20

Supports for English Language Learners

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.

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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