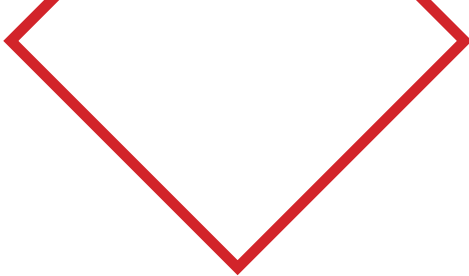




Res
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Wonders provides explicit and systematic instruction in foundational skills, including phonological/phonemic awareness, phonics, spelling, structural analysis, high-frequency words, and fluency. Foundational skills instruction is built on standardized routines, assessment-driven instruction, multimodal learning, and inclusion of both whole- and small-group instruction for students at all levels. The systematic predictability of Wonders foundational skills lessons allows children to focus on content instead of process, while the explicitness presents content in a clear, concise manner.

The complexity of the foundational skills taught gradually increases throughout the units of instruction. To ensure that students develop proficiency in decoding words by translating the letters and spelling patterns into phonemes and pronunciations, a large proportion of the instruction is focused on the direct and explicit instruction of phonological awareness and phonics (Adams, 1991; National Early Literacy Panel, 2008; National Institute of Child Health and Human Development, 2000). Phoneme awareness and letter-sound skills are not optional—they are central to the process of permanent word storage and sight vocabulary development (Kilpatrick, 2016, p. 43). With continued instruction and practice, children build automaticity in decoding and word recognition. Because the weekly Phonics and Spelling lessons are directly linked, students also gain an understanding of the connection between decoding and encoding.

In each grade of Wonders, phonics instruction is cumulative. Additionally, year after year skills are reviewed recursively, and there are strong links among all Word Work strands throughout the grades.

Focus on Word Work

The Teacher's Edition "Focus on Word Work" planning pages (shown on the next page) show how students acquire foundational skills that are immediately applied to reading decodable texts. Students use a variety of multimodal materials to practice and develop automaticity in word recognition, a priority of foundational skills instruction. The Phonics Skills Trace shows how phonics instruction grows more complex across the year. In addition, these pages support teachers in developing an understanding of how systematic instruction can be used to support the needs of all students.

Formative assessment data can have a positive effect on student academic achievement (Klute et al., 2017). Opportunities for ongoing formative assessment using the Student Check-In are available in each lesson. These short check-in assessments are aligned with the lesson goals.



High-Frequency Words

Research Says...

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 & Roberts, 2013).

Wonders Support

New high-frequency words are introduced each week using the Read/Spell/Write routine. To introduce new words, teachers point out sound-spellings that students have already learned as well as any irregular sound-spellings. Students also review previously taught high-frequency words cumulatively each week. High-frequency words are taught in isolation and in context using the Word Work lessons as well as the

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