



WonderWorks



Every Student Is a Success Story...

And some students may benefit from tailored and strategic support to achieve their goals.

WonderWorks® is designed to drive student achievement by connecting focused strategies for intervention with the content of the *Wonders*® core program. Grounded in research, the two programs work together to support students who may benefit from Tier 2 intervention. *WonderWorks* helps ensure student access to the same content, skills, strategies, and knowledge building as the core program by offering instructional on-ramps and acceleration.

WonderWorks ©2022 provides teachers and students with several enhancements to support student progress toward grade level:

- Help students track their own progress and learning through clear goals and regular check-ins. Provide meaningful guidance in critical instructional moments with corrective feedback.
- Engage learners with research-based multimodal learning opportunities.
- Build English language learners' language and literacy skills through explicit instruction.
- Support students' oral language development; it's a strong predictor of their later success as readers and writers.
- Increase students' comprehension and expand their vocabulary by developing their understanding of morphology.
- Guide teachers in determining where students need support and when students are ready to move out of the intervention program.



How WonderWorks Supports Wonders

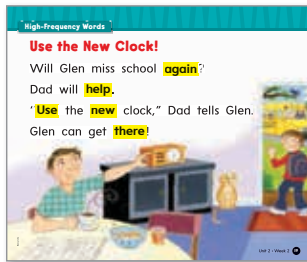
Wonders and *WonderWorks* use proven, research-based instruction built around a teacher modeling approach. Instruction begins with guided student practice, followed by the application of what students have learned—ultimately leading students to become independent readers, writers, and critical thinkers. *WonderWorks* supports all versions of *Wonders*, from 2020 and beyond.

Grades K–1

WonderWorks Scaffolding Support



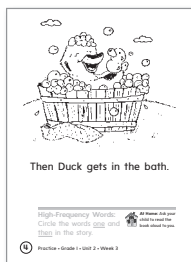
Genre Read-Aloud Anthology



Teaching Chart

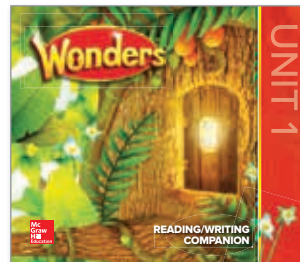


Decodable Readers

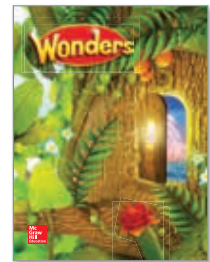


Practice Blackline Masters

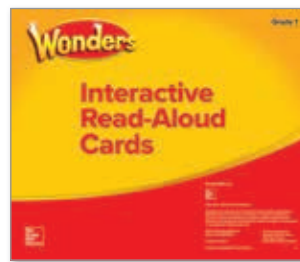
Wonders Grade-Level Instruction



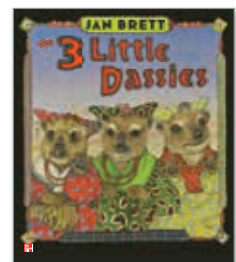
Reading/Writing Companion



Literature Anthology



Interactive Read-Aloud Cards



Literature Big Books

Oral Language

Build language comprehension and oral vocabulary skills.

Topics with Explicit Instruction and Ample Practice:

- Phonological awareness
- Phonemic awareness
- Phonics
- High-frequency words
- Decodable/connected texts
- Dictation/writing

Consolidation of Oral Language and Foundational Skills Builds Proficient Readers.

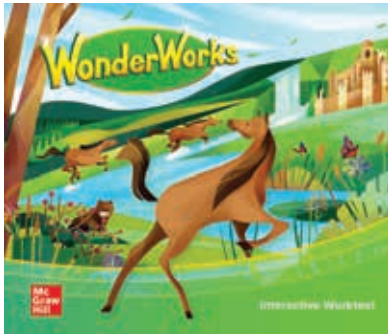
Grades 2–6

WonderWorks Scaffolded Support

Wonders Grade-Level Instruction

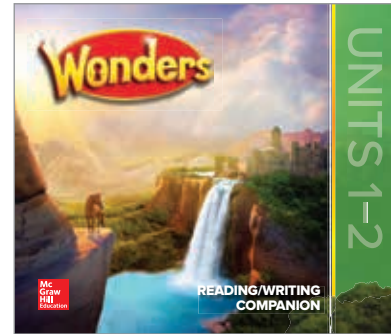
Teach and Model

Interactive Worktext



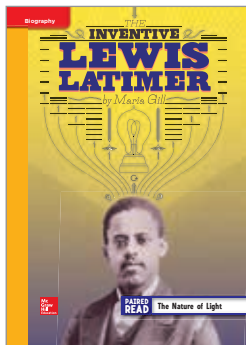
- Write-in worktext.
- Same content and vocabulary as *Wonders*.
- Interactive activities help students develop close reading skills.

Reading/Writing Companion



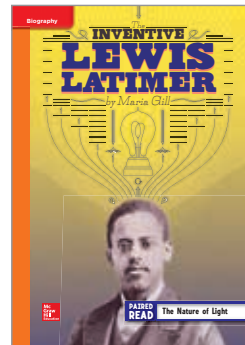
Practice and Apply

Apprentice Leveled Reader

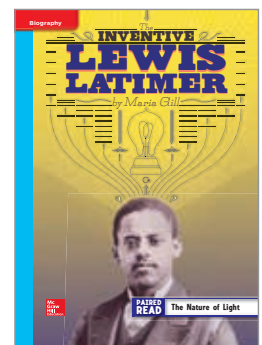


- Same content and vocabulary as *Wonders*.
- Two selections in each reader allow students to apply close reading skills.
- Acceleration plan allows students to level up to the leveled readers in *Wonders*.

Approaching Level



On Level



Promote Equity and Access

Every student deserves high-quality instruction at the right moment in their education. The intensive, scaffolded instruction in *WonderWorks* provides a pathway to accessing grade-level content and rigorous standards, reading increasingly complex text, and thinking critically.

Gradual Release Model of Instruction

Explicit skills lessons start with teacher explanation and modeling, move to guided and collaborative practice, then culminate with independent practice.

Oral Language

Grades K–1 students practice increasingly complex expressive language through high-quality interactions with read-aloud selections. Additionally, explicit instruction in oral vocabulary each week provides children with a deep understanding of words and concepts.

WEEK 2 • LESSON 2

OBJECTIVES

- Discuss read aloud
- Expand oral vocabulary
- Isolate phonemes
- Blend and read words with short e
- Write words with short e
- Read words accurately
- Read high-frequency words
- Read connected text

MATERIALS

- Teaching Chart pp. 19–21
- Decodable Reader

Additional Materials:

- Practice
- Sound-Spelling Workboards
- Sound-Spelling Cards
- Letter Cards
- High-Frequency Word Cards

DIGITAL TOOLS

- Genre Read-Aloud Anthology
- Interactive Activities: Word Work

KEY

- 🔑 Learning Goal
- 🔑 Student Check In

Oral Language (5-10 min)

Review the Read Aloud

🔑 We can use new words to talk about a text.

Reread “Finn’s Perfect Job,” stopping after page 7. Have children discuss:

- **Page 7:** What do we know about Finn as a character?

Read the rest of the selection. Have children discuss:

- **Page 9:** Have you felt the way Finn does at the end?

Oral Vocabulary

Display page 20 of the Teaching Chart. Use the Define/Example/Ask Routine to teach the following words from the online Genre Read-Aloud Anthology: *illustrator* and *prepare*.

Define An *illustrator* is the person who draws the pictures in a book.

Example The illustrator can use colorful paints.

Ask Would you like to be an illustrator? Why or why not?

🔑 Turn and Talk How does Finn show that an *illustrator* would be a good job for him?

Define To *prepare* means to get ready.

Example Marisa will prepare for the spelling test by studying the words.

Phonics: Review /e/ e/ ea

Oral Language (15-20 min)

I DO I will say a word. Listen to me say the word. /geeet/. I hear the /e/ so...

WE DO Together, let’s say the middle sound. Say it with me: middle sound? (/e/) Repeat with me.

YOU DO Listen as I say a word in the middle of dot (/o/) Repeat with me: dot, read, set, tap, set.

CORRECTIVE FEEDBACK

CORRECTIVE I missed the word. What is the middle sound? /e/ /ee/ /aaa/ /p/ /tap/. The middle sound is /e/. Say it with me. Have children repeat the task.

🔑 **CHECK FOR SUCCESS** Can children isolate phonemes? As needed, provide additional modeling and practice in Reread on page 351.

Gradual Release Model

Scaffolded Complex Texts

Students read scaffolded versions of *Wonders* complex texts so they can review and practice close reading of complex texts at their level. The texts are lower in readability but maintain the elements of complexity that students need to master.

Access Complex Text

The complex features of texts students are asked to read are highlighted. Point-of-use scaffolds are provided to help students attend to those challenging aspects of the text.

UNIT 3 - WEEKS 1 AND 2

ending -ing. Explain that this changes the base word *train* from a verb to a noun. Have students think of synonyms for the verb *train* or use a thesaurus to find them. Say: Use the synonyms for *train* to think of a definition for training. What is training? (instruction)

Genre (CC.1) Read the last paragraph on page 3. Ask: Why are the quotation marks used? (to show that Mrs. Wilder is speaking) How do they show what Mrs. Wilder feels? (Her words show that she is pleased with Sofia.)

Organization (CC.1) Ask: Which words tell you that Sofia is in school. They are...

Pages 5–7

Organization (ACT) Have students read the first paragraph. In the first paragraph, what does the time that has passed in the day have to do with the day?

Connection of Ideas (ACT) Remind students that Sofia was trained to help on the playground. Find the word *vest* in the first paragraph. Have students point to the illustration of Sofia. Connect the word *vest* to the illustration. Have students find the word *vest* in the first paragraph on page 5. Have students point to the illustration of the vest. Ask: What do you notice about the vest? (It is a bright orange color that is...

Genre (CC.1) Have students read page 6. How does the dialogue show you that this is realistic fiction? (The characters say things that real kids would say)

🔑 **STOP AND CHECK** Read aloud the question in the Stop and Check box on page 6. (Jade’s friend, Sofia, can’t play soccer because she is on buddy duty)

Pages 8–9

Organization (CC.1) Have students read the title of Chapter 3 aloud. Then have students read page 8. Say: This is a new chapter, but it is still the same day. How do we know this? (Sofia is still on the school playground watching the kids play.)

Expand Vocabulary Have students point to the word *recognized* on page 8. Note that Sofia recognized the new girl after the new girl looked up. Ask: How might you be able to recognize someone? (by seeing their face)

Genre (CC.1) Have students read page 9. Point out how the dialogue shows important details about the plot. Ask: What does Kim say in the last paragraph on page 9? (“I’m the only new kid in my class. I don’t have any friends.”) What do her words tell you about how Kim is feeling? (Kim is feeling sad. The word *sniffed* is a clue.)

🔑 **STOP AND CHECK** Read aloud the question in the Stop and Check box on page 9. (Kim is new in her class, and she doesn’t have any friends.)

🔑 **STUDENT CHECK-IN** Have partners summarize what they have read so far. Then have them reflect using the Check-In routine.

🔑 **CHECK FOR SUCCESS** Can students summarize Playground Buddy, thus far? If not, provide a sentence...

Access Complex Text

Decodable Texts

Grade K–2 students have multiple opportunities each week to apply the foundational skills they learn to decodable texts. Students read and reread these texts to develop fluency and comprehension.

Independent Practice


Students can work in *Wonders* Adaptive Learning for independent foundational skills practice. Level Up and Reteach lessons are built into every unit for differentiated instruction and acceleration opportunities.

Data-Informed Instruction

WonderWorks offers frequent opportunities for both informal and formative assessment. The Student Check-In and Teacher Check for Success features provide daily input, allowing adjustments for instruction and student practice. The Data Dashboard gives teachers actionable next steps based on student performance data.

English Language Learners

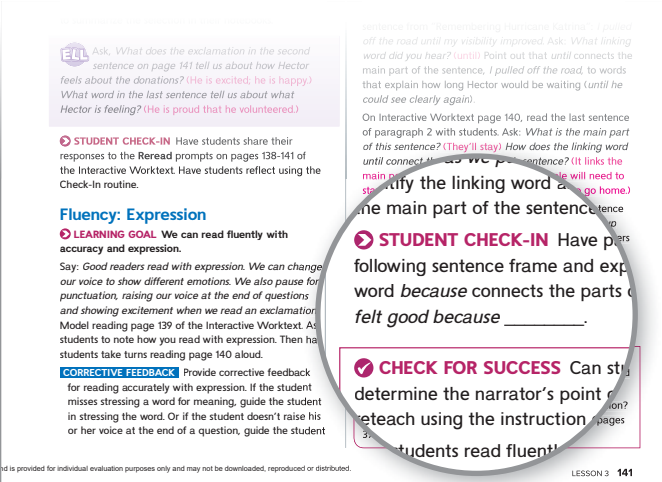
These language supports help students engage in classroom activities with their classmates to acquire grade-level knowledge and build English language skills in the process.



"Let's fly on this ride!" yelled Tom.
We got tickets and went high.
"Let's try to find Mom," I said
when we finished. "Hi, Mom!"

12

Decodable Reader



ELL Ask, "What does the exclamation in the second sentence on page 141 tell us about how Hector feels about the donations?" (He is excited; he is happy.) What word in the last sentence tell us about what Hector is feeling? (He is proud that he volunteered.)

STUDENT CHECK-IN Have students share their responses to the Reread prompts on pages 138-141 of the Interactive Worktext. Have students reflect using the Check-In routine.

Fluency: Expression

LEARNING GOAL We can read fluently with accuracy and expression.

Say: Good readers read with expression. We can change our voice to show different emotions. We also pause for punctuation, raising our voice at the end of questions and showing excitement when we read an exclamation.

CORRECTIVE FEEDBACK Provide corrective feedback for reading accurately with expression. If the student misses stressing a word for meaning, guide the student in stressing the word. Or if the student doesn't raise his or her voice at the end of a question, guide the student

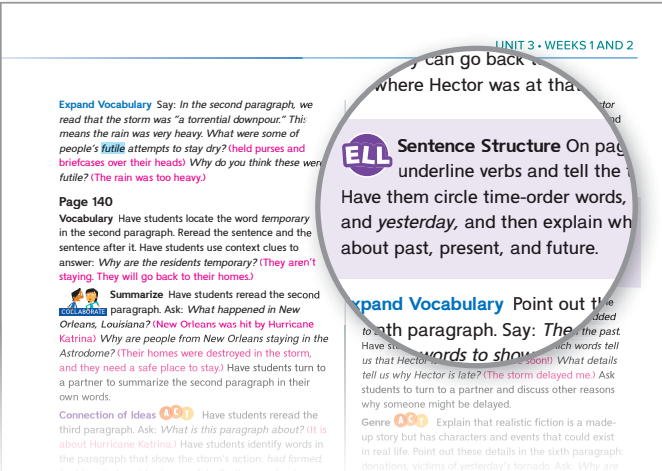
On Interactive Worktext page 140, read the last sentence of paragraph 2 with students. Ask: What is the main part of this sentence? (They'll stay.) How does the linking word until connect the two sentences? (It links the main part of the sentence to the part that will need to stay.)

STUDENT CHECK-IN Have students complete the following sentence frame and explain how the linking word because connects the parts of the sentence. *I felt good because _____.*

CHECK FOR SUCCESS Can students determine the narrator's point of view? Reteach using the instruction on pages 138-141 of the Interactive Worktext. Have students read fluently.

LESSON 3 141

Data-Informed Instruction



UNIT 3 • WEEKS 1 AND 2

Expand Vocabulary Say: In the second paragraph, we read that the storm was "a torrential downpour." This means the rain was very heavy. What were some of people's futile attempts to stay dry? (They put up umbrellas over their heads.) Why do you think these were futile? (The rain was too heavy.)

Page 140

Vocabulary Have students locate the word temporary in the second paragraph. Reread the sentence and the sentence after it. Have students use context clues to answer: Why are the residents temporary? (They aren't staying. They will go back to their homes.)

Summarize Have students reread the second paragraph. Ask: What happened in New Orleans, Louisiana? (New Orleans was hit by Hurricane Katrina.) Why are people from New Orleans staying in the Astrohome? (Their homes were destroyed in the storm, and they need a safe place to stay.) Have students turn to a partner to summarize the second paragraph in their own words.

Connection of Ideas Have students reread the third paragraph. Ask: What is this paragraph about? (It is about Hurricane Katrina.) Have students identify words in the paragraph that show the storm's action: had formed, had traveled, and had come. Ask: Do these verbs show

where Hector was at that time.

ELL Sentence Structure On page 140, underline verbs and tell the time order. Have them circle time-order words, and yesterday, and then explain why about past, present, and future.

Expand Vocabulary Point out the words yesterday and soon in the second paragraph. Say: The words yesterday and soon are time-order words. Which words tell us that Hector is late? (The storm delayed me.) Ask students to turn to a partner and discuss other reasons why someone might be delayed.

Genre Explain that realistic fiction is a made-up story but has characters and events that could exist in real life. Point out these details in the sixth paragraph: donations, victims of yesterday's tornado. Ask: Why are

English Language Supports

Develop Student Ownership of Learning

The instructional routines in *WonderWorks* guide students to understand the importance of taking ownership of their own learning.

Monitor Learning

Text Set Goals

Students are introduced to three overarching goals for each text set. Students evaluate what they know before instruction begins.

MY GOALS

Think about each goal. Fill in the bars to show what you already know. Wherever you are is okay.

Key

- 1 = I do not understand.
- 2 = I understand but need more practice.
- 3 = I understand.
- 4 = I understand and can teach someone.

What I Know Now

I can read and understand realistic fiction. 1 2 3 4

I can use text evidence to write about realistic fiction. 1 2 3 4

I can talk about ways we can help our community. 1 2 3 4

134 Unit 3 • Text Set 1

STOP You will come back to the next page later.

Interactive Worktext

Lesson Learning Goals

The journey through a text set is made up of a sequence of lessons. The learning goals of these lessons build toward achieving the overarching goals. At the start of each lesson, a targeted learning goal, presented as a “We Can” statement, is introduced to students.

The learning goals are shared with students so that they can track their learning as they work through the lessons.

Name _____ Unit 1 • Text Set 1

My Learning Goals: Reading Workshop

I can read and understand narrative nonfiction

- I can decode words with short vowels.
- I can identify and use inflectional endings.
- I can describe how headings and maps add meaning to a text.
- I can understand the chronology, or order of events, in a text.
- I can ask and answer questions to understand a text.
- I can identify compound words and build my vocabulary.
- I can identify the features of narrative nonfiction.

I can use text evidence to respond to narrative nonfiction.

- I can use text evidence to answer questions about a text.
- I can use text evidence to write about a text.

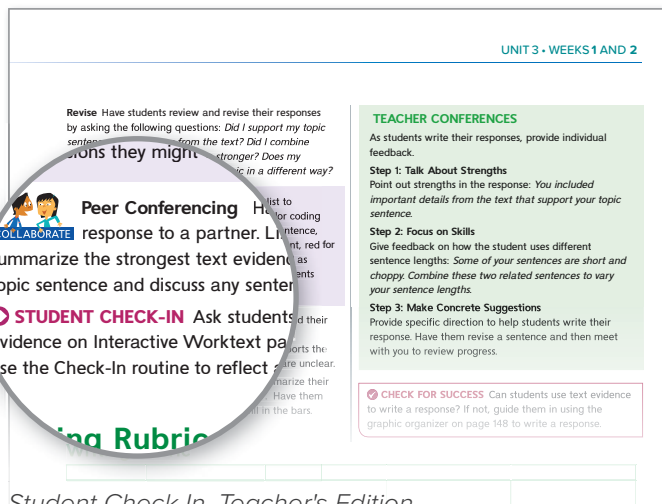
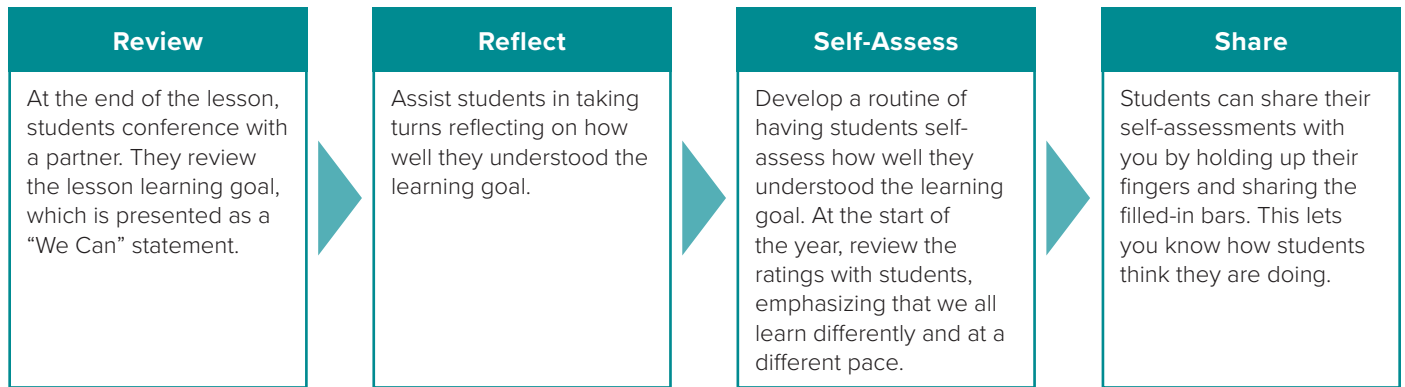
I know how people from different cultures contribute to a community.

- I can read and listen to texts to learn how people from different cultures contribute to a community.
- I can understand the author's purpose in an expository text.

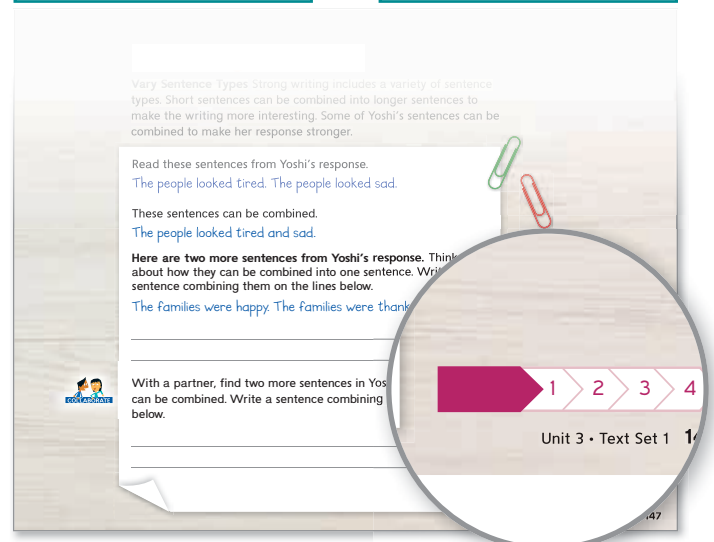
Student Lesson Learning Goals

Check-In Routine

At the end of each lesson, students are asked to self-assess how well they understood the lesson learning goal. The four-step check-in routine guides students from reviewing goals to sharing their progress.



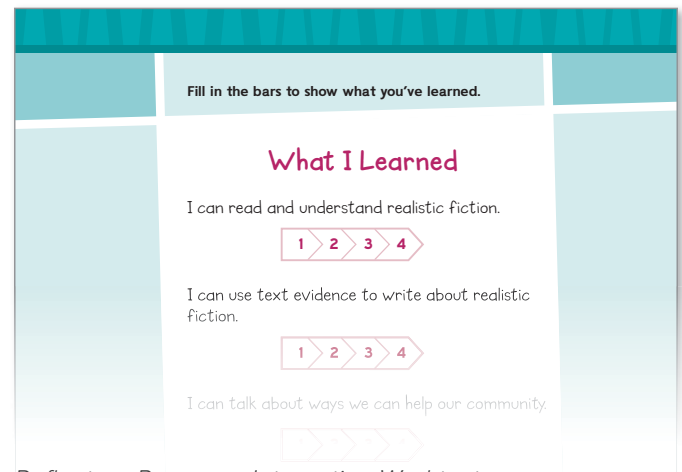
Student Check-In, Teacher's Edition



Student Check-In, Interactive Worktext

Reflect on Progress

After completing the lessons in the text set, students reflect on their overall progress. The focus is on progress made and figuring out the next steps for continued progress.



Reflect on Progress, Interactive Worktext

The Science of Reading

WonderWorks supports the delivery of high-quality literacy instruction aligned to the science of reading. In combination with *Wonders*, *WonderWorks* provides a comprehensive, integrated plan for meeting the needs of all students.

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 effective ways to succeed in foundational skills. *WonderWorks* presents a sequence of research-aligned learning activities in its grade-level placements and sequences of instruction. It focuses on instructional guidance across phonemic awareness, phonics and decoding, and text reading and fluency.



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The body of evidence about learning and teaching reading, often referred to as the Science of Reading, is perhaps most compelling when considering the essential importance of one component of this complex process: phonics. In *WonderWorks*, we provide an instructional sequence and support for teachers to help their students systematically connect the sounds of speech to letter representations—and use that connection to decode a growing number of words. Using phonics to unlock the code of printed language is foundational to success in reading, spelling, and writing.

— Dr. Jan Hasbrouck

”

Reading Comprehension

Reading comprehension requires that students extract and construct meaning from text. To comprehend, students must learn to apply their prior knowledge of the text to decipher the information expressed in the text. To accomplish this, readers must:

- Expand their knowledge through the reading of high-quality, informative texts.
- Learn to negotiate increasingly sophisticated and complex written language.
- Develop the cognitive abilities to manage and monitor these processes.

Reading comprehension depends upon readers' abilities to negotiate written language. But these abilities depend on oral language proficiencies. The stronger the young readers' oral language skills, the more likely they will be able to understand and learn from written language.

WonderWorks provides a read-aloud text for each text set with an explicit lesson on listening comprehension. Oral language skills become an important basis for the reading comprehension lessons in *WonderWorks*, which are built around a collection of complex literary and informational text. Teachers 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 and using knowledge.
- Vocabulary and other aspects of written language.
- Text complexity.
- Executive processes and comprehension strategies.



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Our best chance of making students better readers is to follow the science. Over the past decades, the science of reading has accumulated an extensive body of evidence on how to most effectively teach phonemic awareness, phonics, fluency, comprehension, language, and writing. We developed *Wonders* based on that evidence.

— Dr. Timothy Shannahan

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The Science of Reading

WonderWorks supports the delivery of high-quality literacy instruction aligned to the science of reading. In combination with *Wonders*, *WonderWorks* provides a comprehensive, integrated plan for meeting the needs of all students.

Writing

In the 21st century, it is not enough to be able to read, understand, and learn from the writing of others. Being able to communicate one's ideas logically and effectively is necessary, too. As with reading, writing includes foundational skills (spelling and handwriting), 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.
- Quality writing for multiple purposes.
- The writing process.
- Writing to enhance reading.

The focus of writing in *WonderWorks* is on writing in response to text. Explicit lessons in *Wonders* emphasize writing foundational skills, organization in writing, and using text evidence to support students in the writing tasks they are expected to complete in the core instruction.



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All children deserve quality instruction based on the science of reading, from foundational skills to deep comprehension. We can mobilize the evidence to ensure that literacy develops and our students are able to read more and better than ever before.

— Dr. Douglas Fisher

”

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.

WonderWorks lessons reflect these quality issues in teaching:

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



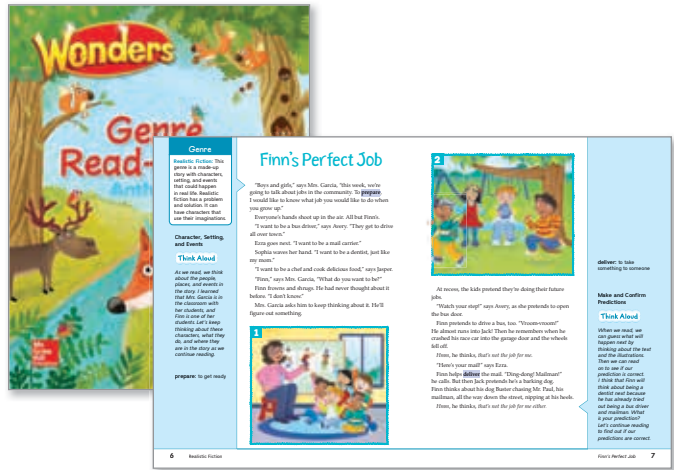
Teaching with WonderWorks

Grades K–1

Oral Language

Develop Listening Comprehension and Expand Oral Vocabulary

- Develop listening comprehension through high-quality interactions about read-aloud texts.
- Expand oral vocabulary through explicit instruction using the Define/Example/Ask routine.
- Use academic language for collaborative discussions.

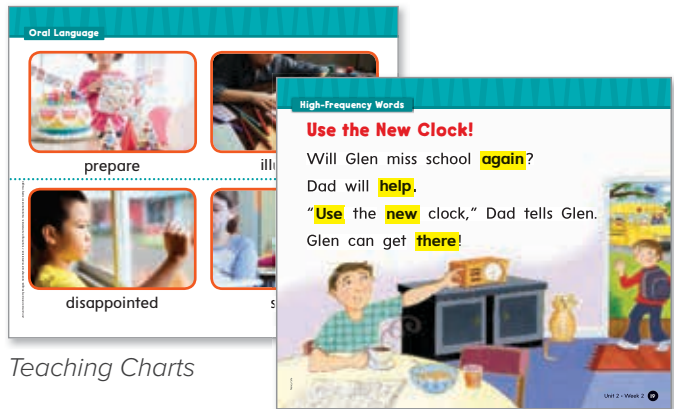


Online Genre Read-Aloud Anthology

Connected Text

Read Connected Text Daily

- Decodable texts
- Application of foundational skills
- Answer specific, text-dependent questions
- Guided writing connected to the text



Teaching Charts

Build Fluency with Connected Text

- Scaffolded instruction through modeling, partner reading, and independent reading
- Focus on accuracy and rate



Practice Blackline Masters

Decodable Readers

Word Work

Daily, Explicit, and Systematic Instruction

- Phonological awareness
- Phonemic awareness
- Phonics
- High-frequency words
- Building fluency through word automaticity

Gradual Release of Instruction

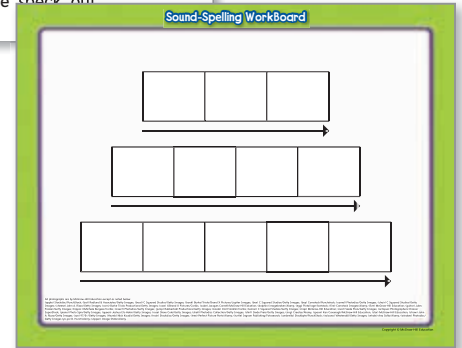
- “I Do” teacher modeling
- “We Do” guided practice with teacher and children
- “You Do” independent practice

Corrective Feedback

- Identify common errors.
- Address errors before children practice independently.
- Use corrective feedback during the “We Do” or “You Do” phases of lessons, depending on student needs.



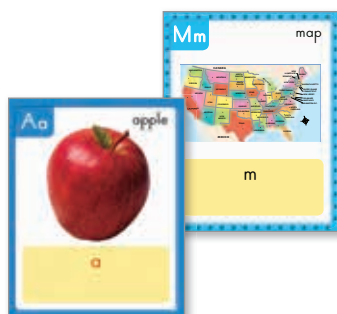
Teaching Charts



Sound-Spelling WorkBoards



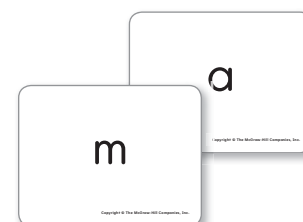
Practice Blackline Masters



Sound-Spelling Cards



Photo Cards



Letter Cards



High-Frequency Word Cards

Teaching with WonderWorks

Grades 2–6

Teach and Model

Scaffolded Key Concept

Grade-appropriate topics, including science and social studies

Close Reading

Scaffolded complex texts

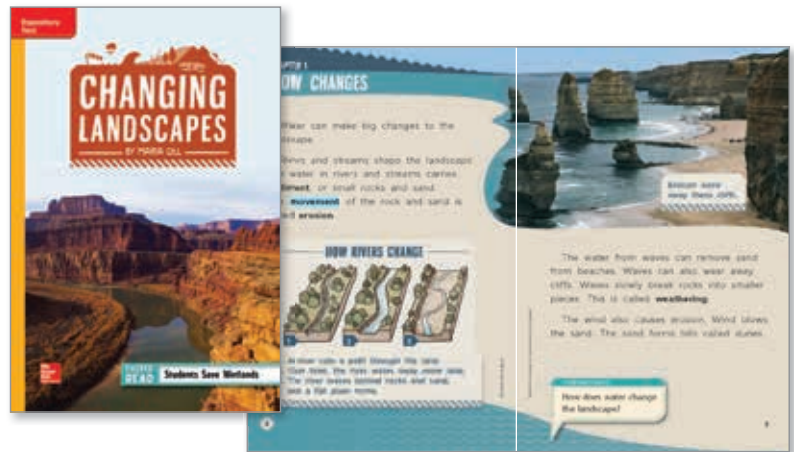


Interactive Worktext

Practice and Apply

Close Reading

Scaffolded complex texts



Apprentice Leveled Reader

Write and Assess

Review and Reteach

Vocabulary and comprehension skills

Respond to Reading

Scaffolded analytical writing

Assess

Progress monitoring assessment



Assessment

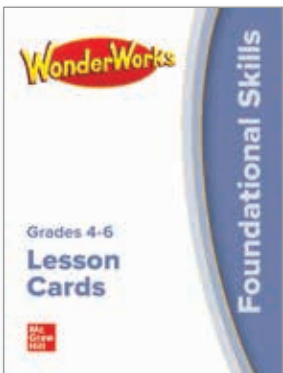
Interactive Worktext

Differentiate Foundational Skills

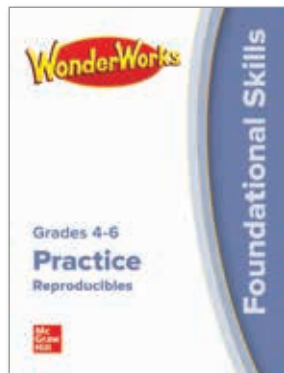
Foundational Skills Kit

Flexible, explicit instruction for the following strands:

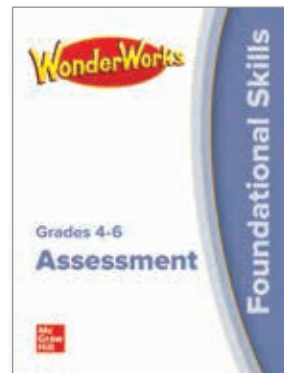
- Phonemic awareness
- Phonics
- Structural analysis
- Word recognition
- Fluency
- Ample practice for achieving accuracy and fluency
- Assessment to monitor progress and mastery



Foundational Skills Lesson Cards



Foundational Skills Practice



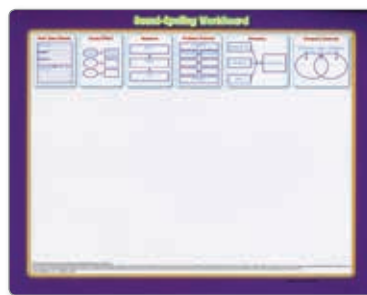
Foundational Skills Assessment



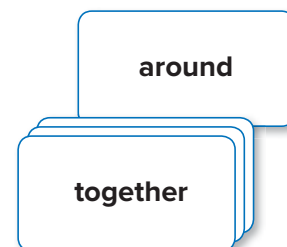
eBooks, Assessments, Adaptive Learning, and Reporting



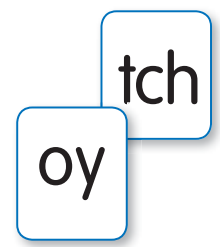
Sound-Spelling Cards



Sound-Spelling Workboards



High-Frequency Word Cards



Letter and Word-Building Cards

Assessment in WonderWorks

Grades K–1

WonderWorks assessments, an integral component of the *WonderWorks* programs, are aligned with the core reading and intervention curriculum. The results of these tests provide formative assessment data to inform subsequent instruction and allow teachers to track student progress systematically. Along with teacher observations and data from other program components, assessment results can signal student readiness to transition out of the *WonderWorks* instructional program.

Placement and Diagnostic Assessment

Includes diagnostic assessments for:

- Phonics.
- Phonemic awareness.
- Fluency.
- Reading comprehension.

These assessments provide recommendations for placement into *WonderWorks*.

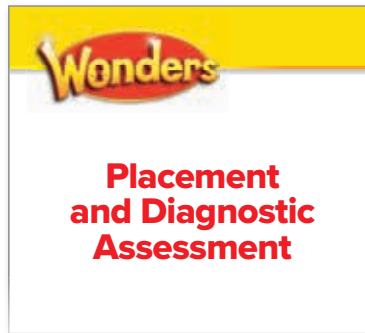
Check for Success

Informal teacher observations are based on student practice within daily lessons.

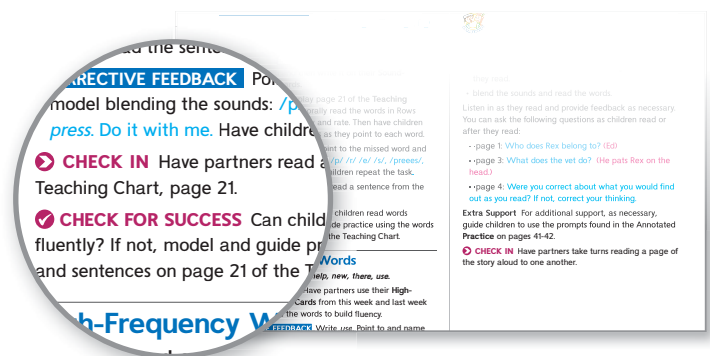
Progress Monitoring Assessment

Reviews the following topics every week:

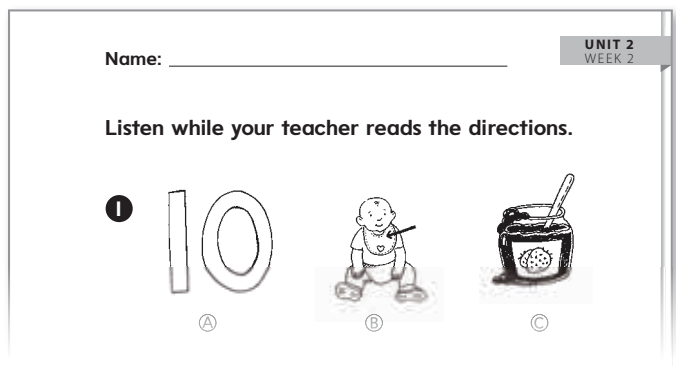
- Foundational skills assessment
- Phonological awareness, phonemic awareness, phonics, and high-frequency words



Wonders Placement and Diagnostic Assessment



WonderWorks Check for Success

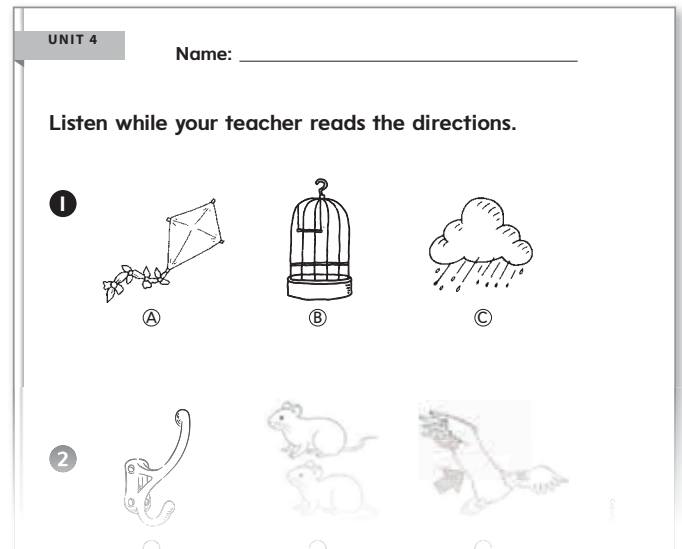


WonderWorks Assessment

Mid-Unit Assessment

After Week 3

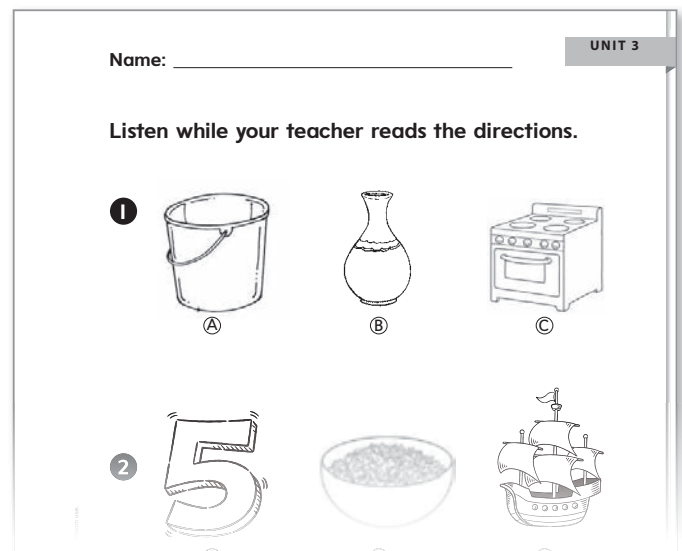
- Assesses foundational skills taught during the first three weeks of instruction
- Focuses on phonological awareness, phonemic awareness, phonics, and high-frequency words
- Provides optional administration based on teacher observation of children's progress



Unit Assessment

Every six weeks

- Assesses foundational skills
- Focuses on phonological awareness, phonemic awareness, phonics, and high-frequency words
- Includes connected text passage with comprehension questions



Exiting Out of *WonderWorks*

Children may be ready to exit out of *WonderWorks* instruction at the completion of a unit if they meet the following criteria:

- Score 70 percent or higher on the unit assessment.
- Achieve unit fluency goals .
- Demonstrate the ability to read and comprehend the *Wonders* Shared Read in the Reading/Writing Companion.
- Demonstrate mastery of the unit benchmark skills in *Wonders* Adaptive Learning.

Assessment in WonderWorks

Grades 2–6

WonderWorks assessments, an integral component of the *Wonders* and WonderWorks programs, are aligned with the core reading and intervention curriculum. The results of these tests provide formative assessment data to inform subsequent instruction and allow teachers to track student progress systematically. Along with teacher observations and data from other WonderWorks components, assessment results can signal student readiness to transition out of the WonderWorks instructional program.

Placement and Diagnostic Assessment

Includes diagnostic assessments for:

- Phonics
- Phonemic awareness.
- Fluency.
- Reading comprehension.

These assessments provide recommendations for placement into WonderWorks.

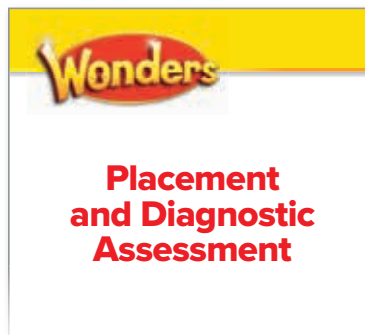
Check for Success

Informal teacher observations are based on student practice within daily lessons.

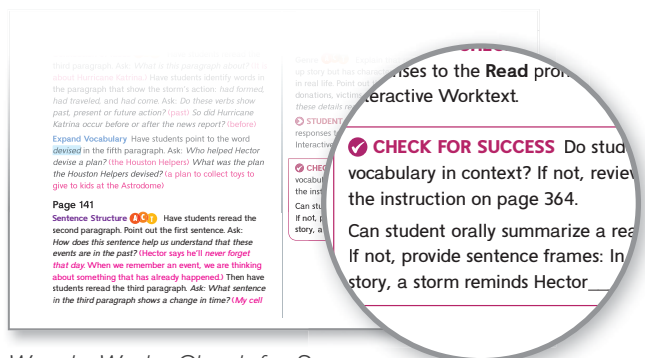
Progress Monitoring Assessment

Reviews the following topics every two weeks:

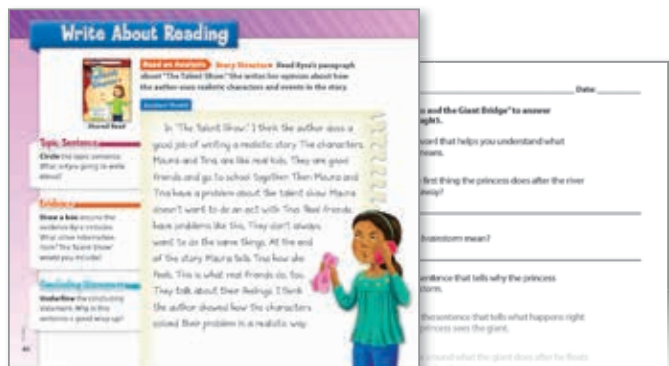
- Assesses comprehension and vocabulary
- Focuses on finding and citing text evidence
- Includes written short responses
- Includes one text per test
- Reviews 50 percent literature and 50 percent informational text



Wonders Placement and Diagnostic Assessment



WonderWorks Check for Success



WonderWorks Assessment

Unit Assessment

Every six weeks

- Assesses text-dependent comprehension and vocabulary
- Includes two texts per test with text-dependent questions
- Reviews 50 percent literature and 50 percent informational text
- Provides optional administration based on teacher observation of student progress

Foundational Skills Assessment

Includes diagnostic assessments every six weeks for:

- Phonemic awareness.
- Phonics and structural analysis.
- Oral reading fluency.

Exit Test

- Assesses text-dependent comprehension and vocabulary.
- Includes two texts per test with text-dependent questions.
- Reviews 50 percent literature and 50 percent informational text.

Name: _____ Date: _____

2 Read this paragraph from the passage.

Calvin frowned. "If only we had bikes," he thought. Then he muttered softly to himself, "But we don't."

Which words in the paragraph give a clue about the meaning of *muttered*?

Calvin frowned

he thought

we don't

WonderWorks Assessment

Phonics and Decoding Grades K–6

Phonics Survey — Standard Version					
Skill 6(a)	corn	derl	zirl	burn	borg
	tord	kurp	find	mert	varp
Skill 6(b)	I will turn the part under the cart. The dark storm hit the shore first.				
Skill 7(a)	patch	lodge	gnaf	jox	wrep
	lice	quch	fill	hup	knck
	Miki and Alma are probably the girls				

Foundational Skills Assessment

Name: _____ Date: _____

Use "The Secret" to answer Numbers 1 through 7.

1 What problem does Laura have in the passage?

She does not have any friends.

Her friends do not want to talk to her.

Her friends tell her secrets to other people.

2 What do Miki and Alma do RIGHT AFTER Laura sees them whispering?

They walk to their buses.

WonderWorks Assessment

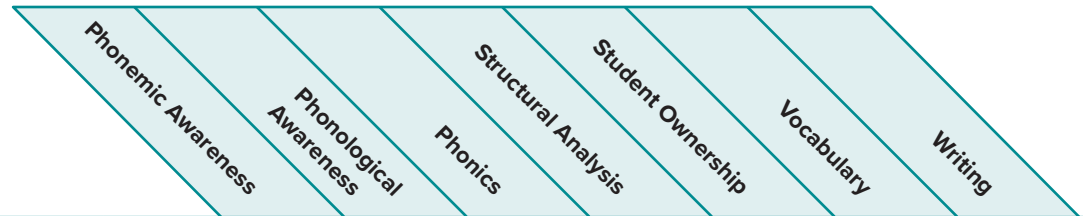
Exiting Out of *WonderWorks*

Students may be ready to exit out of *WonderWorks* instruction at the completion of a unit if they meet the following criteria:

- Score 85 percent or higher on the *WonderWorks* exit test.
- Achieve unit fluency assessment goals.
- Successfully apply close reading skills with the Approaching Leveled Reader.
- Score mostly 3–4 on the Level Up "Write About" reading prompt.
- Reach grade-level benchmarks in the foundational skills assessments and *Wonders Adaptive Learning*.

Resources and Support

Resource	Grades	Comprehension Support							
		Comprehension	English Language Learners	Fluency	High-Frequency Words	Literary Elements & Text Features	Multimodal Learning	Oral Vocabulary	
Teacher's Edition	K–6	●	●	●				●	●
Visual Vocabulary Cards	K–6		●					●	
Assessment	K–6	●		●	●	●			
Online Genre Read-Aloud Anthology	K–1	●							●
Teaching Chart	K–1			●	●				●
Decodable Readers	K–1			●	●				
Practice Blackline Masters	K–1			●	●			●	
Interactive Worktext	2–6	●		●					
Apprentice Leveled Readers	2–6	●		●					
Apprentice Leveled Reader Lesson Cards	2–6	●							
Graphic Organizers	2–6	●						●	
Resource	Grades	Foundational Support							
Sound-Spelling Workboards	K–6				●			●	
High-Frequency Word Cards	K–6				●			●	
Small Sound-Spelling Cards (Lenticular)	K–6		●					●	
Letter Cards	K–6							●	
Adaptive Learning	K–6								
Sound Box	K–1							●	
Photo Cards	K–1							●	
Foundational Skills Lesson Cards	2–6			●					
Foundational Skills Practice	2–6			●					
Foundational Skills Assessment	2–6			●					
Word-Building Cards	2–6							●	



Resource	Grades	Phonemic Awareness	Phonological Awareness	Phonics	Structural Analysis	Student Ownership	Vocabulary	Writing
Teacher's Edition	K–6	●	●	●	●	●	●	●
Visual Vocabulary Cards	K–6						●	
Assessment	K–6	●	●	●		●	●	
Online Genre Read-Aloud Anthology	K–1							
Teaching Chart	K–1		●					
Decodable Readers	K–1		●					
Practice Blackline Masters	K–1	●	●					
Interactive Worktext	2–6					●	●	●
Apprentice Leveled Readers	2–6						●	
Apprentice Leveled Reader Lesson Cards	2–6						●	
Graphic Organizers	2–6						●	●
Resource	Grades	Foundational Support						
Sound-Spelling Workboards	K–6	●	●					●
High-Frequency Word Cards	K–6							
Small Sound-Spelling Cards (Lenticular)	K–6		●					
Letter Cards	K–6		●					
Adaptive Learning	K–6	●		●	●	●		
Sound Box	K–1	●						
Photo Cards	K–1	●						
Foundational Skills Lesson Cards	2–6	●	●	●	●	●		
Foundational Skills Practice	2–6	●	●		●			
Foundational Skills Assessment	2–6	●	●		●			
Word-Building Cards	2–6		●					

WonderWorks

Every Student Is a Success Story

To learn more, please visit:
mheonline.com/wonderworks2022

