Serving Indiana Students with Dyslexia through Wonders

Wonders is crafted on a backbone of effective, classroom tested principles of literacy instruction coupled with rich texts across genres to promote positive learning outcomes for all students, including those with dyslexia.

Characteristics of Dyslexia

Estimates place the number of students with a language-based learning disability at approximately 15-20% of the total student population. Dyslexia is the most common of the language based learning disabilities, and affects males and females equally. A student with dyslexia is typified as a student who continually struggles with reading and writing but displays an ability to learn when there are no print materials involved.

Students identified with dyslexia often have difficulties in the following areas:

- Rapid naming of letters
- Phonological memory
- Reading words in isolation
- Word attack skills
- Spelling
- Oral reading (slow and inaccurate)

The Indiana Department of Education defines dyslexia as a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition, poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction.

Secondary consequences may include difficulties with reading comprehension, which can impede acquisition of vocabulary and background knowledge.

Instructional Approaches for Indiana Students with Dyslexia in *Wonders*

*Wonders* is a K–5 literacy program built on instructional best practices that is well-suited to meet the needs of students with dyslexia.

These instructional approaches include:

- **Multiple instructional pathways.** Students with dyslexia typically benefit from teaching, re-teaching, and additional practice to master key components of reading as compared to their peers. *Wonders* is a robust literacy program that offers educators multiple pathways to ensure students with dyslexia have mastered literacy skills.

- **Explicit instruction in homogenous small groups.** A reading program attuned to the success of students with dyslexia must support teachers in identifying unique learner profiles, grouping students within the class according to their needs, and providing instruction to address those needs specifically. *Wonders* is a complete literacy program with resources, both online and in print, designed to build student reading capacity through targeted instruction in small groups.
• Clear purpose for reading. Because reading is a frustration point for students with dyslexia, a literacy program must offer both high-interest texts at their reading level and explicit reasons to read to entice these students to work through their frustrations. Wonders links essential questions to high-quality texts across genres to pique curiosity, cue background knowledge, and present a meaningful reason for students to read and re-read.

• Increased opportunity to experience success. While reading and writing can be pain points, students with dyslexia may shine when learning and expression of what has been learned is separated from print. For example, some students with dyslexia exhibit strong speaking skills and excel at drawing connections from the “big picture”. Wonders includes components that allow students to develop and showcase these skills in tandem with reading and writing.

• Comprehensive reading foundational skills across grade levels. Students with dyslexia benefit from explicit and comprehensive instruction and practice in foundational reading skills including phonemic awareness, phonics, decoding, encoding, word recognition, fluency, and comprehension. Wonders provides systematic, multisensory instruction for foundational skills across all grade levels.

Learn more at mheonline.com/Indiana