



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 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!¹ 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 areas²:

- 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.

¹ Understanding Dyslexia - Dyslexia Center of Utah, <https://www.dyslexiacenterofutah.org/Statistics>.

² Reid, Gavin. *Dyslexia: a Practitioner's Handbook*. Wiley Blackwell, 2016. pg 43.



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:

DIFFERENTIATED INSTRUCTION - SMALL GROUP

Approaching Level

Phonics/Decoding

DECODE WORDS WITH r-CONTROLLED VOWEL *are* 2

OBJECTIVES

- ☑️ Demonstrate and apply phonics knowledge (3.2A)
- 📖 Learn new language structure heard during classroom instruction and interaction (L2.C.1)

1. Talk Review that when the letter *r* follows a vowel sound, it changes the way the vowel is pronounced. Tell students that the *r*-controlled vowel /*ar*/ can be spelled *are* as in *care*. Underline *are*. Point out that in *care*, the letters *are* work together to represent one *r*-controlled vowel sound. Repeat with *bare* and *fare*. Review the vowel letters and sound for each word.

Write Write *are* and *stare* on the board. Model how to decode each word. Underline each *are* and model blending. Run your finger under each word as you sound it out. Have students sound out the words with you.

Now Add these words to the board: *hare*, *blare*, *spare*, *ware*. Have students read each word aloud and identify its vowel sound. Then point to the words in random order for students to read chorally. Repeat several times.

PRACTICE r-CONTROLLED VOWELS /*ar*/ AND /*ir*/

OBJECTIVES

- ☑️ Demonstrate and apply phonics knowledge by identifying multiple words with *r*-controlled syllables (3.2A.1)
- 📖 Learn new language structure heard during classroom instruction and interaction (L2.C.1)

1. Talk Remind students that when a vowel is followed by the letter *r*, it changes the way the vowel is pronounced. Write the word *diary* on the board. Then read the word aloud. Point out that the letters *air* work together to make *r*-controlled /*ar*/. This sound can also be spelled using the letters *are* and *ere*. Give examples. Repeat with /*ir*/ and the spellings *ere*, *ear*, and *ere*.

Write Write the words *staircase*, *compare*, *hear*, *appear*, *sphere*, and *career* on the board. Underline the *r*-controlled spelling in each word and model blending. Model decoding staircase, then help students read the rest of the words.

Now Point to the words in random order for students to read chorally.

T176 UNIT 3 WEEKS 2 AND 4

- 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.

Suggested Lesson Plan

KEY
 📖 Writing activity 📖 Can be taught in small groups

DAY	Core	Optional
DAY 1	Introduce the Concept 120-121 Read the Shared Read "Earth and Its Neighbors" 124-129 Spanspan's Duck Walks 129 Vocabulary Words in Context: Suffixes 130-131 Grammar Action Verbs 140 Spelling <i>r</i> -Controlled Vowels / <i>ar</i> / 144	Preface Vocabulary 130-131 Grammar Talk About It 140 Expand Vocabulary 148
DAY 2	Strategy Summaries 132-138 Test Features Key Words and Charts 134-135 Skill Mini-Maps and Key Details 136-137 Shared Read Comprehension: Craft and Structure 138-139 Respond to Reading 140-141 Study Skill Research and Inquiry 144-145 Grammar Action Verbs 140	Phonics <i>r</i> -Controlled Vowels 142-143 Fluency Expression 143 Grammar Talk About It 140 Spelling <i>r</i> -Controlled Vowels / <i>ar</i> / 144 Expand Vocabulary 148

SMALL GROUP INSTRUCTION

APPROACHING	ON LEVEL
Labeled Reader Discussion Station 172-173 "Why the Star Turned," 173 Literature Circles 173 Genre Passage "Teasing Fred," 174-175 Phonics/Decoding <i>r</i> -Controlled Vowels 174 Vocabulary High-Frequency and Vocabulary Words 176 Answer Yes/No Questions 174 Suffixes <i>-y</i> and <i>-ly</i> 179	Fluency Expression 160 Comprehension Identify Key Details 162 Review Main Idea and Key Details 161 Literature Circles 183 Genre Passage "Teasing Fred," 184-185 Vocabulary Review Vocabulary Words 186 Suffixes <i>-y</i> and <i>-ly</i> 186

HOW TO DIFFERENTIATE Use your Check for Success observations and Data Dashboard to determine each student's needs. Then select instructional support options throughout the week.

T16 UNIT 3 WEEKS 1 AND 2





DAY 1 Word Work

Objectives

- Identify phonological patterns by recognizing onset and rime or blend and grapheme.
- Identify and apply appropriate spelling by recognizing and writing the letter patterns.
- Identify and apply appropriate spelling by recognizing and writing the letter patterns.

TEACH IN SMALL GROUP

Phonics Awareness

Guided Practice/Center

Phonics/Fluency

After Reading

r-Controlled Vowels er, ir, and ur

Objectives

- Decoding words with specific orthographic patterns and rules, including regular and irregular phonics.
- Use appropriate fluency skills, accuracy, and prosody when reading grade-level text.
- Learn relationships between sounds and letters of the English language to represent sounds when writing in English.

ACADEMIC LANGUAGE

- Identify, pronounce, and write words.
- Recognize, identify, and explain.

TEACH IN SMALL GROUP

Approaching Level and ELL

On Level

Beyond Level

- 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.

- 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.

BEFORE READING Introduce the Concept

Talk About It

Essential Question

Objectives

- Identify the planets in Earth's solar system and their position in relation to the Sun.

ACADEMIC LANGUAGE

- astronomy, solar system
- Recognize, astronomically, volume, solar

Digital Tools

Collaborative Conversations

Add New Ideas

INTEGRATE IDEAS Make Connections

Text Connections

Close Reading Routine

Text Connections

Talk About It

Cite Text Evidence

Write

- 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.



Learn more at mheonline.com/Indiana

