

# Wonders

## ADAPTIVE LEARNING

### Learning Progression

**Wonders Adaptive Learning** targets discrete skills in each of the foundational skills topics (Phonemic Awareness, Phonics, and Structural Analysis) and follows a systematic learning progression from grades K through 6. Students are placed into the system in their zone of proximal development for the full learning progression, meaning they could be placed into a skill group at any grade level. Students work through activities that are available to them for each of the topics. The system moves the student through the learning progression for each of the topics. Students must complete the necessary prerequisites for each skill group before progressing in a topic.

There are prerequisite gates connecting Phonemic Awareness and Phonics as well as Phonics and Structural Analysis, ensuring that students are proficient in required skills before progressing forward. Use the Prerequisite Key to find each gate in the learning progression.

Prerequisite Key	
<b>Gate 1</b>	Completion of Phonemic Awareness Skill Group 1 opens Phonics Skill Group 2
<b>Gate 2</b>	Completion of Phonemic Awareness Skill Group 3 opens Phonics Skill Group 3
<b>Gate 3</b>	Completion of Phonemic Awareness Skill Group 5 opens Phonics Skill Group 6
<b>Gate 4</b>	Completion of Phonemic Awareness Skill Group 7 opens Phonics Skill Group 9
<b>Gate 5</b>	Completion of Phonemic Awareness Skill Group 8 opens Phonics Skill Group 14
<b>Gate 6</b>	Completion of Phonics Skill Group 18 opens Structural Analysis Skill Group 1
<b>Gate 7</b>	Completion of Phonics Skill Group 21 opens Structural Analysis Skill Group 2
<b>Gate 8</b>	Completion of Phonics Skill Group 26 opens Structural Analysis Skill Group 4
<b>Gate 9</b>	Completion of Phonics Skill Group 27 opens Structural Analysis Skill Group 5

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonemic Awareness	GK	1	Apply Phonemic Awareness skills to words with /m/, /a/, /s/, /p/, /t/	1	Isolate initial phonemes in words with /m/, /a/, /s/, /p/, /t/
Phonemic Awareness	GK			2	Isolate final phonemes in words with /m/, /s/, /p/, /t/
Phonemic Awareness	GK			3	Isolate medial phonemes in words with /a/
Phonemic Awareness	GK			4	Categorize (position) a single phoneme in words with /m/, /a/, /s/, /p/, /t/
Phonemic Awareness	GK			5	Categorize (exclusion) a single phoneme in words with /m/, /a/, /s/, /p/, /t/
Phonemic Awareness	GK			6	Blend all phonemes in words with /m/, /a/, /s/, /p/, /t/
Phonemic Awareness	GK			7	Segment all phonemes in words with /m/, /a/, /s/, /p/, /t/
<b>Gate 1: Completion of Phonemic Awareness Skill Group 1 opens Phonics Skill Group 2</b>					
Phonemic Awareness	GK	2	Apply Phonemic Awareness skills to words with /i/, /n/, /c/, /o/, /d/	1	Isolate initial phonemes in words with /i/, /n/, /c/, /o/, /d/
Phonemic Awareness	GK			2	Isolate final phonemes in words with /n/, /d/
Phonemic Awareness	GK			3	Isolate medial phonemes in words with /i/, /o/
Phonemic Awareness	GK			4	Categorize (position) a single phoneme in words with /i/, /n/, /c/, /o/, /d/
Phonemic Awareness	GK			5	Categorize (exclusion) a single phoneme in words with /i/, /n/, /c/, /o/, /d/
Phonemic Awareness	GK			6	Blend all phonemes in words with /i/, /n/, /c/, /o/, /d/
Phonemic Awareness	GK			7	Segment all phonemes in words with /i/, /n/, /c/, /o/, /d/
Phonemic Awareness	GK	3	Apply Phonemic Awareness skills to words with s-blends (sn, sp, st)	1	Isolate initial phonemes in words with s-blends (sn, sp, st)
Phonemic Awareness	GK			2	Categorize (position) initial phonemes in words with s-blends (sn, sp, st)
Phonemic Awareness	GK			3	Categorize (exclusion) initial phonemes in words with s-blends (sn, sp, st)
Phonemic Awareness	GK			4	Blend all phonemes in words with s-blends (sn, sp, st)
Phonemic Awareness	GK			5	Segment all phonemes in words with s-blends (sn, sp, st)
<b>Gate 2: Completion of Phonemic Awareness Skill Group 3 opens Phonics Skill Group 3</b>					
Phonemic Awareness	GK	4	Apply Phonemic Awareness skills to words with /h/, /e/, /f/, /r/, /b/, /l/, /k/	1	Isolate initial phonemes in words with /h/, /e/, /f/, /r/, /b/, /l/, /k/
Phonemic Awareness	GK			2	Isolate final phonemes in words with /b/, /k/ck
Phonemic Awareness	GK			3	Isolate medial phonemes in words with /e/
Phonemic Awareness	GK			4	Categorize (position) a single phoneme in words with /h/, /e/, /f/, /r/, /b/, /l/, /k/k, /k/ck
Phonemic Awareness	GK			5	Categorize (exclusion) a single phoneme in words with /h/, /e/, /f/, /r/, /b/, /l/, /k/k, /k/ck
Phonemic Awareness	GK			6	Blend all phonemes in words with /h/, /e/, /f/, /r/, /b/, /l/, /k/k, /k/ck
Phonemic Awareness	GK			7	Segment all phonemes in words with /h/, /e/, /f/, /r/, /b/, /l/, /k/k, /k/ck

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonemic Awareness	GK	5	Apply Phonemic Awareness skills to words with <i>l</i> -blends ( <i>bl, cl, fl, sl</i> )	1	Isolate initial phonemes in words with <i>l</i> -blends ( <i>bl, cl, fl, sl</i> )
Phonemic Awareness	GK			2	Categorize (position) initial phonemes in words with <i>l</i> -blends ( <i>bl, cl, fl, sl</i> )
Phonemic Awareness	GK			3	Categorize (exclusion) initial phonemes in words with <i>l</i> -blends ( <i>bl, cl, fl, sl</i> )
Phonemic Awareness	GK			4	Blend all phonemes in words with <i>l</i> -blends ( <i>bl, cl, fl, sl</i> )
Phonemic Awareness	GK			5	Segment all phonemes in words with <i>l</i> -blends ( <i>bl, cl, fl, sl</i> )

### Gate 3: Completion of Phonemic Awareness Skill Group 5 opens Phonics Skill Group 6

Phonemic Awareness	GK	6	Apply Phonemic Awareness skills to words with <i>u</i> , <i>g</i> , <i>w</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>	1	Isolate initial phonemes in words with <i>u</i> , <i>g</i> , <i>w</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>
Phonemic Awareness	GK			2	Isolate final phonemes in words with <i>g</i> , <i>ks</i>
Phonemic Awareness	GK			3	Isolate medial phonemes in words with <i>u</i>
Phonemic Awareness	GK			4	Categorize (position) a single phoneme in words with <i>u</i> , <i>g</i> , <i>w</i> , <i>ks</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>
Phonemic Awareness	GK			5	Categorize (exclusion) a single phoneme in words with <i>u</i> , <i>g</i> , <i>w</i> , <i>ks</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>
Phonemic Awareness	GK			6	Blend all phonemes in words with <i>u</i> , <i>g</i> , <i>w</i> , <i>ks</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>
Phonemic Awareness	GK			7	Segment all phonemes in words with <i>u</i> , <i>g</i> , <i>w</i> , <i>ks</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>
Phonemic Awareness	GK			8	Add initial phonemes to make words with <i>u</i> , <i>g</i> , <i>w</i> , <i>ks</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>
Phonemic Awareness	GK			9	Delete initial phonemes from words with <i>u</i> , <i>g</i> , <i>w</i> , <i>ks</i> , <i>v</i> , <i>j</i> , <i>kw</i> , <i>z</i> , <i>y</i>

Phonemic Awareness	GK	7	Apply Phonemic Awareness skills to words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )	1	Isolate initial phonemes in words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )
Phonemic Awareness	GK			2	Categorize (position) initial phonemes in words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )
Phonemic Awareness	GK			3	Categorize (exclusion) initial phonemes in words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )
Phonemic Awareness	GK			4	Blend all phonemes in words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )
Phonemic Awareness	GK			5	Segment all phonemes in words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )
Phonemic Awareness	GK			6	Add initial phonemes to make words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )
Phonemic Awareness	GK			7	Delete initial phonemes from words with <i>r</i> -blends ( <i>br, cr, dr, gr, tr</i> )

### Gate 4: Completion of Phonemic Awareness Skill Group 7 opens Phonics Skill Group 9

Phonemic Awareness	GK	8	Apply Phonemic Awareness skills to words with long vowels	1	Isolate initial phonemes in words with long vowels
Phonemic Awareness	GK			2	Isolate final phonemes in words with long vowels
Phonemic Awareness	GK			3	Isolate medial phonemes in words with long vowels
Phonemic Awareness	GK			4	Categorize (position) a single phoneme in words with long vowels
Phonemic Awareness	GK			5	Categorize (exclusion) a single phoneme in words with long vowels
Phonemic Awareness	GK			6	Blend all phonemes in words with long vowels
Phonemic Awareness	GK			7	Segment all phonemes in words with long vowels
Phonemic Awareness	GK			8	Add initial phonemes to words with long vowels
Phonemic Awareness	GK			9	Delete initial phonemes from words with long vowels
Phonemic Awareness	GK			10	Substitute phonemes in words with long vowels

### Gate 5: Completion of Phonemic Awareness Skill Group 8 opens Phonics Skill Group 14

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonemic Awareness	GK	9	Apply Phonemic Awareness skills to words with end blends (-st, -nd, -nk)	1	Isolate final phonemes in words with end blends (-st, -nd, -nk)
Phonemic Awareness	GK			2	Categorize (position) final phonemes in words with end blends (-st, -nd, -nk)
Phonemic Awareness	GK			3	Categorize (exclusion) final phonemes in words with end blends (-st, -nd, -nk)
Phonemic Awareness	GK			4	Blend all phonemes in words with end blends (-st, -nd, -nk)
Phonemic Awareness	GK			5	Segment all phonemes in words with end blends (-st, -nd, -nk)
Phonemic Awareness	GK			6	Add initial phonemes to make words with end blends (-st, -nd, -nk)
Phonemic Awareness	GK			7	Delete initial phonemes from words with end blends (-st, -nd, -nk)
Phonemic Awareness	GK			8	Substitute phonemes in words with end blends (-st, -nd, -nk)
Phonemic Awareness	G1	10	Apply Phonemic Awareness skills to five-sound words	1	Isolate phonemes in five-sound words
Phonemic Awareness	G1			2	Blend all phonemes in five-sound words
Phonemic Awareness	G1			3	Segment phonemes in four- and five-sound words
Phonemic Awareness	G1			4	Add initial phonemes to make new five-sound words
Phonemic Awareness	G1			5	Delete initial phonemes in five-sound words
Phonemic Awareness	G1			6	Substitute phonemes in five-sound words
Phonics	GK	1	Letter Identification	1	Identify the letter: <i>Aa, Bb, Cc, Dd, Ee</i>
Phonics	GK			2	Identify the letter: <i>Ff, Gg, Hh, Ii, Jj</i>
Phonics	GK			3	Identify the letter: <i>Kk, Ll, Mm, Nn, Oo</i>
Phonics	GK			4	Identify the letter: <i>Pp, Qq, Rr, Ss, Tt</i>
Phonics	GK			5	Identify the letter: <i>Uu, Vv, Ww, Xx, Yy, Zz</i>
<b>Gate 1: Completion of Phonemic Awareness Skill Group 1 opens Phonics Skill Group 2</b>					
Phonics	GK	2	Identify, blend, build, and read words with /m/m, /a/a, /s/s, /p/p, /t/t	1	Identify initial /m/m
Phonics	GK			2	Identify final /m/m
Phonics	GK			3	Identify initial /a/a
Phonics	GK			4	Identify medial /a/a
Phonics	GK			5	Identify initial /s/s
Phonics	GK			6	Identify final /s/s
Phonics	GK			7	Identify initial /p/p
Phonics	GK			8	Identify final /p/p
Phonics	GK			9	Identify initial /t/t
Phonics	GK			10	Identify final /t/t
Phonics	GK			11	Blend words with /m/m, /a/a, /s/s, /p/p, /t/t
Phonics	GK			12	Build words with /m/m, /a/a, /s/s, /p/p, /t/t
Phonics	GK			13	Read words with /m/m, /a/a, /s/s, /p/p, /t/t

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
<b>Gate 2: Completion of Phonemic Awareness Skill Group 3 opens Phonics Skill Group 3</b>					
Phonics	GK	3	Identify, blend, build, and read words with /i/i, /n/n	1	Identify initial /i/i
Phonics	GK			2	Identify medial /i/i
Phonics	GK			3	Blend words with initial and medial /i/i
Phonics	GK			4	Build words with initial and medial /i/i
Phonics	GK			5	Identify initial /n/n
Phonics	GK			6	Identify final /n/n
Phonics	GK			7	Blend words with initial and final /n/n
Phonics	GK			8	Build words with initial and final /n/n
Phonics	GK	4	Identify, blend, build, and read words with /k/c, /o/o	1	Identify initial /k/c
Phonics	GK			2	Blend words with initial /k/c
Phonics	GK			3	Build words with initial /k/c
Phonics	GK			4	Identify initial /o/o
Phonics	GK			5	Identify medial /o/o
Phonics	GK			6	Blend words with initial and medial /o/o
Phonics	GK			7	Build words with initial and medial /o/o
Phonics	GK	5	Identify, blend, build, and read words with /d/d, s-blends (sn, sp, st)	1	Identify initial /d/d
Phonics	GK			2	Identify final /d/d
Phonics	GK			3	Blend words with initial and final /d/d
Phonics	GK			4	Build words with initial and final /d/d
Phonics	GK			5	Read words with /i/i, /n/n, /k/c, /o/o, /d/d
Phonics	GK			6	Blend words with s-blends (sn, sp, st)
Phonics	GK			7	Build words with s-blends (sn, sp, st)
<b>Gate 3: Completion of Phonemic Awareness Skill Group 5 opens Phonics Skill Group 6</b>					
Phonics	GK	6	Identify, blend, build, and read words with /h/h, /e/e	1	Identify initial /h/h
Phonics	GK			2	Blend words with initial /h/h
Phonics	GK			3	Build words with initial /h/h
Phonics	GK			4	Identify initial /e/e
Phonics	GK			5	Identify medial /e/e
Phonics	GK			6	Blend words with initial and medial /e/e
Phonics	GK			7	Build words with initial and medial /e/e
Phonics	GK	7	Identify, blend, build, and read words with /f/f, /r/r	1	Identify initial /f/f
Phonics	GK			2	Blend words with initial /f/f
Phonics	GK			3	Build words with initial /f/f
Phonics	GK			4	Identify initial /r/r
Phonics	GK			5	Blend words with initial /r/r
Phonics	GK			6	Build words with initial /r/r
Phonics	GK			7	Read words with /h/h, /e/e, /f/f, /r/r

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonics	GK	8	Identify, blend, build, and read words with /b/b, /l/l	1	Identify initial /b/b
Phonics	GK			2	Identify final /b/b
Phonics	GK			3	Blend words with initial and final /b/b
Phonics	GK			4	Build words with initial and final /b/b
Phonics	GK			5	Identify initial /l/l
Phonics	GK			6	Blend words with initial /l/l
Phonics	GK			7	Build words with initial /l/l
<b>Gate 4: Completion of Phonemic Awareness Skill Group 7 opens Phonics Skill Group 9</b>					
Phonics	GK	9	Identify, blend, build, and read words with /k/ck, /-blends (bl, cl, fl, sl)	1	Identify initial /k/k
Phonics	GK			2	Identify final /k/ck
Phonics	GK			3	Blend words with initial /k/k and final /k/ck
Phonics	GK			4	Build words with initial /k/k and final /k/ck
Phonics	GK			5	Blend words with /-blends (bl, cl, fl, sl)
Phonics	GK			6	Build words with /-blends (bl, cl, fl, sl)
Phonics	GK	10	Identify, blend, build, and read words with /u/u, /g/g	1	Identify initial /u/u
Phonics	GK			2	Identify medial /u/u
Phonics	GK			3	Blend words with initial and medial /u/u
Phonics	GK			4	Build words with initial and medial /u/u
Phonics	GK			5	Identify initial /g/g
Phonics	GK			6	Identify final /g/g
Phonics	GK			7	Blend words with initial and final /g/g
Phonics	GK			8	Build words with initial and final /g/g
Phonics	GK			9	Read words with /b/b, /l/l, /k/k, /k/ck, /u/u, /g/g
Phonics	GK	11	Identify, blend, build, and read words with /w/w, /ks/x, /v/v	1	Identify initial /w/w
Phonics	GK			2	Blend words with initial /w/w
Phonics	GK			3	Build words with initial /w/w
Phonics	GK			4	Identify final /ks/x
Phonics	GK			5	Blend words with final /ks/x
Phonics	GK			6	Build words with final /ks/x
Phonics	GK			7	Identify initial /v/v
Phonics	GK			8	Blend words with initial /v/v
Phonics	GK			9	Build words with initial /v/v
Phonics	GK	12	Identify, blend, build, and read words with /j/j, /kw/qu	1	Identify initial /j/j
Phonics	GK			2	Blend words with initial /j/j
Phonics	GK			3	Build words with initial /j/j
Phonics	GK			4	Identify initial /kw/qu
Phonics	GK			5	Blend words with initial /kw/qu
Phonics	GK			6	Build words with initial /kw/qu

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonics	GK	13	Identify, blend, build, and read words with /y/y, /z/z	1	Identify initial /y/y
Phonics	GK			2	Blend words with initial /y/y
Phonics	GK			3	Build words with initial /y/y
Phonics	GK			4	Identify initial and final /z/z
Phonics	GK			5	Blend words with initial and final /z/z
Phonics	GK			6	Build words with initial and final /z/z
Phonics	GK			7	Read words with /w/w, /ks/x, /v/v, /j/j, /kw/qu, /y/y, /z/z
<b>Gate 5: Completion of Phonemic Awareness Skill Group 8 opens Phonics Skill Group 14</b>					
Phonics	GK	14	Identify, blend, build, and read words with r-blends, /ā/, /ī/	1	Blend words with r-blends ( <i>br, cr, dr, gr, tr</i> )
Phonics	GK			2	Build words with r-blends ( <i>br, cr, dr, gr, tr</i> )
Phonics	GK			3	Identify /ā/ ( <i>a_e</i> )
Phonics	GK			4	Blend words with /ā/ ( <i>a_e</i> )
Phonics	GK			5	Build words with /ā/ ( <i>a_e</i> )
Phonics	GK			6	Identify /ī/ ( <i>i_e</i> )
Phonics	GK			7	Blend words with /ī/ ( <i>i_e</i> )
Phonics	GK			8	Build words with /ī/ ( <i>i_e</i> )
Phonics	GK	15	Identify, blend, build, and read words with /ō/, /ū/, /ē/	1	Identify /ō/ ( <i>o_e, o</i> )
Phonics	GK			2	Blend words with /ō/ ( <i>o_e, o</i> )
Phonics	GK			3	Build words with /ō/ ( <i>o_e, o</i> )
Phonics	GK			4	Identify /ū/ ( <i>u_e</i> )
Phonics	GK			5	Blend words with /ū/ ( <i>u_e</i> )
Phonics	GK			6	Build words with /ū/ ( <i>u_e</i> )
Phonics	GK			7	Identify /ē/ ( <i>e, ee, e_e</i> )
Phonics	GK			8	Blend words with /ē/ ( <i>e, ee, e_e</i> )
Phonics	GK			9	Build words with /ē/ ( <i>e, ee, e_e</i> )
Phonics	GK			10	Read words with /ā/ ( <i>a_e</i> ), /ī/ ( <i>i_e</i> ), /ō/ ( <i>o_e</i> ), /ū/ ( <i>u_e</i> ), /ē/ ( <i>e, ee, e_e</i> )
Phonics	GK	16	Identify, blend, build, and read words with ending consonant blends, s as /z/	1	Blend words with end blends ( <i>-nd, -nk, -st</i> )
Phonics	GK			2	Build words with end blends ( <i>-nd, -nk, -st</i> )
Phonics	GK			3	Identify s as /z/
Phonics	GK			5	Blend words with s as /z/
Phonics	GK			6	Build words with s as /z/
Phonics	G1			17	Read and build words with /a/, /i/, /o/, l-blends
Phonics	G1	2	Build words with /a/		
Phonics	G1	3	Read words with /i/		
Phonics	G1	4	Build words with /i/		
Phonics	G1	5	Read words with beginning l-blends ( <i>cl, bl, fl, gl, pl, sl</i> )		
Phonics	G1	6	Build words with beginning l-blends ( <i>cl, bl, fl, gl, pl, sl</i> )		
Phonics	G1	7	Read words with /o/		
Phonics	G1	8	Build words with /o/		

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonics	G1	18	Read, and build words with /e/, /u/, r-blends, s-blends	1	Read words with beginning r-blends ( <i>br, cr, dr, fr, gr, tr</i> )
Phonics	G1			2	Build words with beginning r-blends ( <i>br, cr, dr, fr, gr, tr</i> )
Phonics	G1			3	Read words with beginning s-blends ( <i>sm, sn, sp, st, sw, sk</i> )
Phonics	G1			4	Build words with beginning s-blends ( <i>sm, sn, sp, st, sw, sk</i> )
Phonics	G1			5	Read words with /e/ ( <i>e, ea</i> )
Phonics	G1			6	Build words with /e/ ( <i>e, ea</i> )
Phonics	G1			7	Read words with /u/
Phonics	G1			8	Build words with /u/
<b>Gate 6: Completion of Phonics Skill Group 18 opens Structural Analysis Skill Group 1</b>					
Phonics	G1	19	Identify, read, and build words with ending consonant blends, digraphs	1	Read words with end blends ( <i>-nd, -nk, -st, -sk, -mp</i> )
Phonics	G1			2	Build words with end blends ( <i>-nd, -nk, -st, -sk, -mp</i> )
Phonics	G1			3	Identify consonant digraphs ( <i>th, sh, -ng</i> )
Phonics	G1			4	Read words with consonant digraphs ( <i>th, sh, -ng</i> )
Phonics	G1			5	Build words with consonant digraphs ( <i>th, sh, -ng</i> )
Phonics	G1			6	Identify consonant digraphs ( <i>wh, ph, ch</i> )
Phonics	G1			7	Read words with consonant digraphs ( <i>wh, ph, ch</i> )
Phonics	G1			8	Build words with consonant digraphs ( <i>wh, ph, ch</i> )
Phonics	G1	20	Identify, read, and build words with trigraphs ( <i>tch</i> ), /ā/, /ī/	1	Identify consonant trigraphs ( <i>tch</i> )
Phonics	G1			2	Read words with consonant trigraphs ( <i>tch</i> )
Phonics	G1			3	Build words with consonant trigraphs ( <i>tch</i> )
Phonics	G1			4	Read words with /ā/ ( <i>a_e</i> )
Phonics	G1			5	Build words with /ā/ ( <i>a_e</i> )
Phonics	G1			6	Read words with /ī/ ( <i>i_e</i> )
Phonics	G1			7	Build words with /ī/ ( <i>i_e</i> )
Phonics	G1	21	Identify, read, and build words with soft c and g, /ō/, /ū/, /ē/	1	Identify soft c
Phonics	G1			2	Read words with soft c
Phonics	G1			3	Build words with soft c
Phonics	G1			4	Identify soft g ( <i>g, dge</i> )
Phonics	G1			5	Read words with soft g ( <i>g, dge</i> )
Phonics	G1			6	Build words with soft g ( <i>g, dge</i> )
Phonics	G1			7	Read words with /ō/ ( <i>o_e</i> )
Phonics	G1			8	Build words with /ō/ ( <i>o_e</i> )
Phonics	G1			9	Read words with /ū/ ( <i>u_e</i> ), /ē/ ( <i>e_e</i> )
Phonics	G1			10	Build words with /ū/ ( <i>u_e</i> ), /ē/ ( <i>e_e</i> )
<b>Gate 7: Completion of Phonics Skill Group 21 opens Structural Analysis Skill Group 2</b>					

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonics	G1	22	Identify, read, and build words with /û/ oo, u, /ā/ a, ai, ay, /ē/ e, ee, ea, ie	1	Identify variant vowel /û/ (oo, u)
Phonics	G1			2	Read words with variant vowel /û/ (oo, u)
Phonics	G1			3	Build words with variant vowel /û/ (oo, u)
Phonics	G1			4	Identify /ā/ (a, ai, ay)
Phonics	G1			5	Read words with /ā/ (a, ai, ay)
Phonics	G1			6	Build words with /ā/ (a, ai, ay)
Phonics	G1			7	Identify /ē/ (e, ee, ea, ie)
Phonics	G1			8	Read words with /ē/ (e, ee, ea, ie)
Phonics	G1			9	Build words with /ē/ (e, ee, ea, ie)
Phonics	G1	23	Identify, read, and build words with /ō/ /i/, /ē/	1	Identify /ō/ (o, oa, ow, oe)
Phonics	G1			2	Read words with /ō/ (o, oa, ow, oe)
Phonics	G1			3	Build words with /ō/ (o, oa, ow, oe)
Phonics	G1			4	Identify /ī/ (i, igh, y, ie)
Phonics	G1			5	Read words with /ī/ (i, igh, y, ie)
Phonics	G1			6	Build words with /ī/ (i, igh, y, ie)
Phonics	G1			7	Identify /ē/ (y, ey)
Phonics	G1			8	Read words with /ē/ (y, ey)
Phonics	G1			9	Build words with /ē/ (y, ey)
Phonics	G1	24	Identify, read, and build words with /är/, /ûr/, /ôr/	1	Identify r-controlled vowel /är/ (ar)
Phonics	G1			2	Read words with r-controlled vowel /är/ (ar)
Phonics	G1			3	Build words with r-controlled vowel /är/ (ar)
Phonics	G1			4	Identify r-controlled vowel /ûr/ (er, ir, ur, or)
Phonics	G1			5	Read words with r-controlled vowel /ûr/ (er, ir, ur, or)
Phonics	G1			6	Build words with r-controlled vowel /ûr/ (er, ir, ur, or)
Phonics	G1			7	Identify r-controlled vowel /ôr/ (or, ore, oar)
Phonics	G1			8	Read words with r-controlled vowel /ôr/ (or, ore, oar)
Phonics	G1			9	Build words with r-controlled vowel /ôr/ (or, ore, oar)
Phonics	G1	25	Identify, read, and build words with diphthongs /ou/ ou, ow; /oi/ oi, oy	1	Identify diphthong /ou/ (ou, ow)
Phonics	G1			2	Read words with diphthong /ou/ (ou, ow)
Phonics	G1			3	Build words with diphthong /ou/ (ou, ow)
Phonics	G1			4	Identify diphthong /oi/ (oi, oy)
Phonics	G1			5	Read words with diphthong /oi/ (oi, oy)
Phonics	G1			6	Build words with diphthong /oi/ (oi, oy)

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonics	G1	26	Identify, read, and build words with /ü/, /ô/	1	Identify variant vowel /ü/ (oo, ou, u_e, ew)
Phonics	G1			2	Identify variant vowel /ü/ (ui, ue, u)
Phonics	G1			3	Read words with variant vowel /ü/ (oo, ou, u_e, ew, ui, ue, u)
Phonics	G1			4	Build words with variant vowel /ü/ (oo, ou, u_e, ew, ui, ue, u)
Phonics	G1			5	Identify variant vowel /ô/ (au, aw, a)
Phonics	G1			6	Identify variant vowel /ô/ (augh, al)
Phonics	G1			7	Read words with variant vowel /ô/ (au, aw, a, augh, al)
Phonics	G1			8	Build words with variant vowel /ô/ (au, aw, a, augh, al)
<b>Gate 8: Completion of Phonics Skill Group 26 opens Structural Analysis Skill Group 4</b>					
Phonics	G1	27	Identify, read, and build words with silent letters, three-letter blends, /âr/	1	Identify silent letters (wr, kn, gn)
Phonics	G1			2	Read words with silent letters (wr, kn, gn)
Phonics	G1			3	Build words with silent letters (wr, kn, gn)
Phonics	G1			5	Read words with three-letter blends (scr, spr, str, thr, spl, shr)
Phonics	G1			6	Build words with three-letter blends (scr, spr, str, thr, spl, shr)
Phonics	G1			7	Identify r-controlled vowel /âr/ (air, ear, are)
Phonics	G1			8	Read words with r-controlled vowel /âr/ (air, ear, are)
Phonics	G1			9	Build words with r-controlled vowel /âr/ (air, ear, are)
<b>Gate 9: Completion of Phonics Skill Group 27 opens Structural Analysis Skill Group 5</b>					
Phonics	G2	28	Read and build words with short vowels, two-letter blends (r, s, t, l)	1	Read words with /a/, /i/
Phonics	G2			2	Build words with /a/, /i/
Phonics	G2			3	Read words with /e/, /o/, /u/
Phonics	G2			4	Build words with /e/, /o/, /u/
Phonics	G2			5	Read words with two-letter blends (r, s, t, l)
Phonics	G2			6	Build words with two-letter blends (r, s, t, l)
Phonics	G2	29	Read and build words with /ā/, /ī/; Distinguish between short and long a and i	1	Read words with /ā/ (a_e)
Phonics	G2			2	Build words with /ā/ (a_e)
Phonics	G2			3	Distinguish between words with /a/ and /ā/ (a_e)
Phonics	G2			4	Read words with /ī/ (i_e)
Phonics	G2			5	Build words with /ī/ (i_e)
Phonics	G2			6	Distinguish between words with /i/ and /ī/ (i_e)
Phonics	G2	30	Read and build words with /ō/, /ū/; Distinguish between short and long o and u	1	Read words with /ō/ (o_e)
Phonics	G2			2	Build words with /ō/ (o_e)
Phonics	G2			3	Distinguish between words with /o/ and /ō/ (o_e)
Phonics	G2			4	Read words with /ū/ (u_e)
Phonics	G2			5	Build words with /ū/ (u_e)
Phonics	G2			6	Distinguish between words with /u/ and /ū/ (u_e)

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonics	G2	31	Read and build words with soft <i>c/g</i> , digraphs, trigraphs, three-letter blends	1	Read words with soft <i>c</i> and <i>g</i>
Phonics	G2			2	Build words with soft <i>c</i> and <i>g</i>
Phonics	G2			3	Read words with consonant digraphs and trigraphs ( <i>th, sh, -ng, wh, ph, ch, tch</i> )
Phonics	G2			4	Build words with consonant digraphs and trigraphs ( <i>th, sh, -ng, wh, ph, ch, tch</i> )
Phonics	G2			5	Read words with three-letter blends ( <i>scr, spr, str, thr, spl, shr</i> )
Phonics	G2			6	Build words with three-letter blends ( <i>scr, spr, str, thr, spl, shr</i> )
Phonics	G2	32	Read and build words with /ā/, /ī/, /ē/, /ō/, /ū/; Distinguish between short and long <i>e</i>	1	Read words with /ā/ ( <i>ea, ei, eigh, ey, a, ai, ay</i> )
Phonics	G2			2	Build words with /ā/ ( <i>ea, ei, eigh, ey, a, ai, ay</i> )
Phonics	G2			3	Read words with /ī/ ( <i>i, y, igh, ie</i> )
Phonics	G2			4	Build words with /ī/ ( <i>i, y, igh, ie</i> )
Phonics	G2			5	Read words with /ō/ ( <i>o, oa, ow, oe</i> )
Phonics	G2			6	Build words with /ō/ ( <i>o, oa, ow, oe</i> )
Phonics	G2			7	Read words with /ē/ ( <i>e, ee, ea, ie, y, ey, e_e</i> )
Phonics	G2			8	Build words with /ē/ ( <i>e, ee, ea, ie, y, ey, e_e</i> )
Phonics	G2			9	Distinguish between words with /e/ and /ē/
Phonics	G2			10	Read words with /ū/ ( <i>ue, u, ew, u_e</i> )
Phonics	G2			11	Build words with /ū/ ( <i>ue, u, ew, u_e</i> )
Phonics	G2	33	Read and build words with silent letters, /ûr/, /ôr/, /âr/, /îr/	1	Read words with silent letters ( <i>mb, sc, wr, kn, gn</i> )
Phonics	G2			2	Build words with silent letters ( <i>mb, sc, wr, kn, gn</i> )
Phonics	G2			3	Read words with <i>r</i> -controlled vowel /ûr/ ( <i>er, ir, ur, or</i> )
Phonics	G2			4	Build words with <i>r</i> -controlled vowel /ûr/ ( <i>er, ir, ur, or</i> )
Phonics	G2			5	Read words with <i>r</i> -controlled vowels /ôr/ ( <i>or, ore, oar</i> ), /âr/ ( <i>ar</i> )
Phonics	G2			6	Build words with <i>r</i> -controlled vowels /ôr/ ( <i>or, ore, oar</i> ), /âr/ ( <i>ar</i> )
Phonics	G2			7	Read words with <i>r</i> -controlled vowel /îr/ ( <i>eer, ere, ear</i> )
Phonics	G2			8	Build words with <i>r</i> -controlled vowel /îr/ ( <i>eer, ere, ear</i> )
Phonics	G2	34	Read and build words with /âr/, /âr/; diphthongs	1	Read words with <i>r</i> -controlled vowel /âr/ ( <i>ere, are, air, ear</i> )
Phonics	G2			2	Build words with <i>r</i> -controlled vowel /âr/ ( <i>ere, are, air, ear</i> )
Phonics	G2			3	Read words with diphthong /ou/ ( <i>ou, ow</i> )
Phonics	G2			4	Build words with diphthong /ou/ ( <i>ou, ow</i> )
Phonics	G2			5	Read words with diphthong /oi/ ( <i>oy, oi</i> )
Phonics	G2			6	Build words with diphthong /oi/ ( <i>oy, oi</i> )
Phonics	G2	35	Read and build words with /ü/, /û/, /ô/, /e/ea, /u/, /ou/, /i/y	1	Read words with variant vowel /ü/ ( <i>oo, u, u_e, ew, ue, ui, ou</i> )
Phonics	G2			2	Read words with variant vowel /û/ ( <i>oo, u</i> )
Phonics	G2			3	Build words with variant vowel /ü/ ( <i>oo, u, u_e, ew, ue, ui, ou</i> )
Phonics	G2			4	Build words with variant vowel /û/ ( <i>oo, u</i> )
Phonics	G2			5	Read words with variant vowel /ô/ ( <i>ough, a, aw, au, augh, al</i> )
Phonics	G2			6	Build words with variant vowel /ô/ ( <i>ough, a, aw, au, augh, al</i> )
Phonics	G2			7	Read words with short vowel digraphs /e/ea, /u/ou, /i/y
Phonics	G2			8	Build words with short vowel digraphs /e/ea, /u/ou, /i/y

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Phonics	G3	36	Build words with short vowels, long vowels	1	Build words with short vowels
Phonics	G3			2	Build words with long vowels ( <i>a_e, i_e, o_e, u_e, e_e</i> )
Phonics	G3			3	Build words with /ā/ ( <i>ay, ai, ea, igh, ei, ey</i> )
Phonics	G3			4	Build words with /ō/ ( <i>o, ow, oa, oe</i> )
Phonics	G3			5	Build words with /ī/ ( <i>i, ie, igh, y</i> ), /ū/ ( <i>u, ew</i> )
Phonics	G3			6	Build words with /ē/ ( <i>e, ea, ee, ie, ey, y</i> )
Phonics	G3	37	Build words with three-letter blends; digraphs; /ūr/, /ār/, /ōr/, /ār/, /īr/	1	Build words with three-letter blends ( <i>scr, spr, str, thr, spl, shr, squ</i> )
Phonics	G3			2	Build words with consonant digraphs and trigraphs ( <i>th, sh, -ng, wh, ph, ch, tch, dge</i> )
Phonics	G3			3	Build words with <i>r</i> -controlled vowel /ūr/ ( <i>er, ir, ur, or, ear</i> )
Phonics	G3			4	Build words with <i>r</i> -controlled vowels /ār/ ( <i>ar</i> ), /ōr/ ( <i>or, ore, oar</i> )
Phonics	G3			5	Build words with <i>r</i> -controlled vowels /ār/ ( <i>air, ear, are</i> ), /īr/ ( <i>eer, ere, ear</i> )
Phonics	G3			6	Build words with <i>r</i> -controlled vowels /ūr/, /ār/, /ōr/, /ār/, /īr/
Phonics	G3	38	Build words with /oi/, /ou/, /ū/, /ū/, /ō/; soft <i>c</i> and <i>g</i> ; /chər/, /zhər/, /ən/	1	Build words with diphthongs /oi/ ( <i>oi, oy</i> ), /ou/ ( <i>ow, ou</i> )
Phonics	G3			2	Build words with /ū/ ( <i>oo, ew, u_e, ue, u, ui, ou</i> )
Phonics	G3			3	Build words with /ū/ ( <i>oo, ou</i> )
Phonics	G3			4	Build words with variant vowel /ō/ ( <i>a, aw, au, augh, al, ough</i> )
Phonics	G3			5	Build words with soft <i>c</i> and <i>g</i>
Phonics	G4-6			6	Build words with /chər/, /zhər/
Phonics	G4-6			7	Build words with /ən/

### Gate 6: Completion of Phonics Skill Group 18 opens Structural Analysis Skill Group 1

Structural Analysis	G1	1	Inflectional endings; double consonants; possessives; contractions; plurals	1	Decode words with inflectional ending -s
Structural Analysis	G1			2	Build words with double final consonants
Structural Analysis	G1			3	Decode plural nouns with -s
Structural Analysis	G1			4	Decode possessive nouns
Structural Analysis	G1			5	Decode words with inflectional ending -ed (no spelling change)
Structural Analysis	G1			6	Build contractions with <i>is</i>
Structural Analysis	G1			7	Decode words with inflectional ending -ing (no spelling change)

### Gate 7: Completion of Phonics Skill Group 21 opens Structural Analysis Skill Group 2

Structural Analysis	G1	2	Inflectional endings; closed syllables; contractions; plural nouns	1	Build words with inflectional endings -ed, -ing (double final consonant)
Structural Analysis	G1			2	Divide syllables in words with closed syllables
Structural Analysis	G1			3	Identify syllables in words with closed syllables
Structural Analysis	G1			4	Decode plural nouns with -es
Structural Analysis	G1			5	Build words with inflectional ending -es (no spelling change)
Structural Analysis	G1			6	Build contractions with <i>not</i>
Structural Analysis	G1	3	Inflectional endings; CVCe syllables; plural nouns; prefixes	1	Decode plural nouns (with CVCe words)
Structural Analysis	G1			2	Build words with inflectional endings -ed, -ing (drop final e)
Structural Analysis	G1			3	Divide syllables in words with CVCe syllables
Structural Analysis	G1			4	Identify syllables in words with CVCe syllables
Structural Analysis	G1			5	Build words with prefixes <i>re-, un-, pre-</i>

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
<b>Gate 8: Completion of Phonics Skill Group 26 opens Structural Analysis Skill Group 4</b>					
Structural Analysis	G1	4	Inflectional endings; plurals; open and final stable syllables; compound words	1	Build words with inflectional endings <i>-es, -ed</i> (change <i>y</i> to <i>i</i> )
Structural Analysis	G1			2	Build plural nouns (change <i>y</i> to <i>i</i> )
Structural Analysis	G1			3	Divide syllables in words with open syllables
Structural Analysis	G1			4	Identify syllables in words with open syllables
Structural Analysis	G1			5	Divide syllables in compound words
Structural Analysis	G1			6	Decode words with comparative inflectional endings <i>-er, -est</i>
Structural Analysis	G1			7	Divide syllables in words with final stable syllables ( <i>-le</i> )
Structural Analysis	G1			8	Identify syllables in words with final stable syllables ( <i>-le</i> )
<b>Gate 9: Completion of Phonics Skill Group 27 opens Structural Analysis Skill Group 5</b>					
Structural Analysis	G1	5	Suffixes; vowel-team and <i>r</i> -controlled vowel syllables; inflectional endings	1	Decode words with suffixes <i>-ful, -less</i>
Structural Analysis	G1			2	Divide syllables in words with vowel-team syllables
Structural Analysis	G1			3	Identify syllables in words with vowel-team syllables
Structural Analysis	G1			4	Build words with inflectional endings <i>-ed, -ing</i>
Structural Analysis	G1			5	Divide syllables in words with <i>r</i> -controlled vowel syllables
Structural Analysis	G1			6	Identify syllables in words with <i>r</i> -controlled vowel syllables
Structural Analysis	G2	6	Plural nouns; inflectional endings; closed syllables	1	Build plural nouns ( <i>-s, -es</i> )
Structural Analysis	G2			2	Build words with inflectional endings <i>-s, -es</i>
Structural Analysis	G2			3	Build words with inflectional endings <i>-es, -ed</i> (change <i>y</i> to <i>i</i> )
Structural Analysis	G2			4	Divide syllables in words with closed syllables
Structural Analysis	G2			5	Identify syllables in words with closed syllables
Structural Analysis	G2			6	Build words with inflectional endings <i>-ed, -ing</i>
Structural Analysis	G2			7	Decode possessive nouns
Structural Analysis	G2			8	Build words with inflectional endings <i>-ed, -ing</i>
Structural Analysis	G2	7	CVCe and open syllables; prefixes; suffixes; compound words	1	Divide syllables in words with CVCe syllables
Structural Analysis	G2			2	Identify syllables in words with CVCe syllables
Structural Analysis	G2			3	Build words with prefixes <i>re-, un-, dis-</i>
Structural Analysis	G2			4	Decode words with suffixes <i>-ful, -less</i>
Structural Analysis	G2			5	Divide syllables in compound words
Structural Analysis	G2			6	Divide syllables in words with open syllables
Structural Analysis	G2			7	Identify syllables in words with open syllables
Structural Analysis	G2	8	Contractions; plural nouns; inflectional endings; <i>r</i> -controlled vowel syllables	1	Build contractions with <i>not</i>
Structural Analysis	G2			2	Build plural nouns (change <i>y</i> to <i>i</i> )
Structural Analysis	G2			3	Build words with comparative inflectional endings <i>-er, -est</i> (no spelling change)
Structural Analysis	G2			4	Build words with inflectional endings <i>-s, -es, -ed, -ing</i> (with and without spelling changes)
Structural Analysis	G2			5	Divide syllables in words with <i>r</i> -controlled vowel syllables
Structural Analysis	G2			6	Identify syllables in words with <i>r</i> -controlled vowel syllables

## Wonders Adaptive Learning: Learning Progression

Topic	Grade	Skill Group	Skill Group Description	Activity Identifier	Learning Objective
Structural Analysis	G2	9	Final stable and vowel-team syllables	1	Divide syllables in words with final stable syllables (-le, -el, -al)
Structural Analysis	G2			2	Identify syllables in words with final stable syllables (-le, -el, -al)
Structural Analysis	G2			3	Divide syllables in words with vowel-team syllables
Structural Analysis	G2			4	Identify syllables in words with vowel-team syllables
Structural Analysis	G2			5	Build words with comparative inflectional endings -er, -est (with spelling changes)
Structural Analysis	G3	10	Prefixes; plurals, closed syllables; inflectional endings; contractions	1	Build words with prefixes <i>pre-</i> , <i>dis-</i> , <i>mis-</i>
Structural Analysis	G3			2	Build plural nouns (-s, -es)
Structural Analysis	G3			3	Divide syllables in words with closed syllables
Structural Analysis	G3			4	Identify syllables in words with closed syllables
Structural Analysis	G3			5	Build words with inflectional endings (change <i>y</i> to <i>i</i> )
Structural Analysis	G3			6	Build contractions with <i>is</i> , <i>are</i> , <i>will</i> , <i>have</i>
Structural Analysis	G3	11	Open, final stable, and vowel-team syllables	1	Divide syllables in words with open syllables
Structural Analysis	G3			2	Identify syllables in words with open syllables
Structural Analysis	G3			3	Divide syllables in words with final stable syllables (-le, -al, -el, -il)
Structural Analysis	G3			4	Identify syllables in words with final stable syllables (-le, -al, -el, -il)
Structural Analysis	G3			5	Divide syllables in words with vowel-team syllables
Structural Analysis	G3			6	Identify syllables in words with vowel-team syllables
Structural Analysis	G3	12	Suffixes; prefixes; <i>r</i> -controlled vowel syllables	1	Divide syllables in words with <i>r</i> -controlled vowel syllables
Structural Analysis	G3			2	Identify syllables in words with <i>r</i> -controlled vowel syllables
Structural Analysis	G3			3	Decode words with suffixes <i>-ful</i> , <i>-less</i> , <i>-ly</i> , <i>-y</i>
Structural Analysis	G4-6			4	Decode words with prefixes <i>il-</i> , <i>im-</i> , <i>in-</i>
Structural Analysis	G4-6			5	Decode words with prefixes <i>over-</i> , <i>sub-</i> , <i>super-</i>
Structural Analysis	G4-6	13	Suffixes	1	Decode words with suffixes <i>-ment</i> , <i>-ness</i>
Structural Analysis	G4-6			3	Decode words with suffixes <i>-ance</i> , <i>-ence</i>
Structural Analysis	G4-6			4	Decode words with suffixes <i>-ive</i> , <i>-age</i> , <i>-ize</i>
Structural Analysis	G4-6			5	Decode words with suffixes <i>-ible</i> , <i>-able</i>
Structural Analysis	G4-6	14	Suffixes; Greek and Latin roots	1	Decode words with suffixes <i>-ic</i> , <i>-ity</i>
Structural Analysis	G4-6			2	Decode words with suffixes <i>-ant</i> , <i>-ent</i>
Structural Analysis	G4-6			3	Build words with suffix <i>-ion</i>
Structural Analysis	G4-6			4	Build words with suffixes <i>-ation</i> , <i>-ition</i>
Structural Analysis	G4-6			5	Decode words with Greek and Latin roots <i>astr</i> , <i>bio</i> , <i>logy</i> , <i>port</i>
Structural Analysis	G4-6			6	Decode words with Greek roots <i>auto</i> , <i>graph</i> , <i>micro</i> , <i>scope</i>
Structural Analysis	G4-6			7	Decode words with Greek and Latin roots <i>photo</i> , <i>tele</i> , <i>spect</i> , <i>dent</i>