| Unit 1 | **Foundations** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **INSTRUCTIONAL MATERIALS**  |
| --- | --- | --- |
| Dates specific to district calendar | Print ConceptsPhonological AwarenessPhonics and Word RecognitionFluency  | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words****HFW in red are taught/mapped as “heart words”** | **Other Skills** |
| 1 | Short a | does, not, school, what | * Phonological Awareness: Rhyme
* Phonemic Awareness: Phoneme Isolation, Phoneme Blending, Phoneme Isolation, Phoneme Blending and Segmentation
* Structural Analysis: Inflectional Ending -s
 |
| 2 | Short i | down, out, up, very | * Phonological Awareness: Alliteration
* Phonemic Awareness: Phoneme Blending, Phoneme Categorization, Phoneme Blending and Segmentation
* Structural Analysis: Double Final Consonants
 |
| 3 | l-blends | be, come, good, pull | * Phonological Awareness: Phoneme Blending, Phoneme Substitution, Contrast Vowel Sounds, Phoneme Blending and Substitution
* Structural Analysis: Plural Nouns (-s)
 |
| 4 | Short o | fun, make, they, too | * Phonological Awareness: Identify and Produce Rhyme
* Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending and Segmentation
* Structural Analysis: Alphabetical Order
 |
| 5 | r-blends and s-blends | jump, move, run, two | * Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Deletion, Phoneme Blending and Segmentation
* Structural Analysis: Possessives
 |

| **Unit 1** | **Language, Reading & Writing** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- |
| Dates specific to district calendar | **Reading Literature/Reading Information*** Character
* Character, Setting, Events
* Rhyme
* Topic and Relevant Details
* Text Features: Photographs

**Language** * Sentences
* Word Order
* Statements and Questions
* Exclamations and Interjections
* Writing Sentences

**Writing*** Personal Narrative

**Speaking and Listening*** Retell a text to enhance comprehension
* Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
 | By the end of the unit students will be able to:Narrate in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**Language Functions & Features:*** Noun groups to add description and precision that answer questions about what something is like or its color, shape, or size (i.e., bubbles like a fish)
* Prepositional phrases to describe place or location (i.e., at school, in the city)
* Compound Sentences to add details (i.e., I went \_\_\_ and \_\_\_\_.)
* Doing verbs to describe actions (i.e., pulls, jump, swims, sits, looks)
* Connectors to sequence (i.e., first, then, next, before, later)
 | NARRATE |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | What do you do at your school? |
| Oral Vocabulary | learnsubjects | commonobject | recognize |
| **Essentials** | **Title** |
| Literature Big Book | *This School Year Will Be the Best!*Genre: Realistic Fiction |
| Interactive Read Aloud | “School Around the World”Genre: Informational Text |
| Shared Read | “Jack Can”Genre: Realistic Fiction |
| Anchor Text | *Nat and Sam*Genre: Realistic Fiction Lexile: BR |
| Paired Reading | “Rules at School”Genre: Informational Text Lexile: 180L |
| Writing | **Write About the Text:** Informational Text**Writing Skill:** Stretch Sounds to Write Words**Writing Trait:** Focus on a Topic |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Jack and the Beanstalk” (Lexile: 640)
* **Decodable Reader:** “We Can”
* **Practice Decodable Reader:** “I can”
* **Writing:** Write letters and words. Write about the text.
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | What is it like where you live? |
| Oral Vocabulary | citycountry | boredfeast | scurried |
| **Essentials** | **Title** |
| Literature Big Book | *Alicia’s Happy Day*Genre: Realistic Fiction |
| Interactive Read Aloud | “City Mouse, Country Mouse”Genre: Fable |
| Shared Read | “Six Kids”Genre: Fantasy Lexile: 250L |
| Anchor Text | *Go, Pip!*Genre: Fantasy Lexile: 30L |
| Paired Reading | “A Surprise in the City”Genre: Personal Narrative Lexile: 50L |
| Writing | **Write About the Text:** Informational Text**Writing Skill:** Sentence Capitalization**Writing Trait:** Descriptive Details |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Lily’s First Day” (Lexile: 500)
* **Decodable Reader:** “Jan Can Pack”
* **Practice Decodable Reader:** “Does Sam Tap?”
* **Writing:** Write letters and words. Write about text.
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | What makes a pet special? |
| Oral Vocabulary | caretrain | groomcompanion | popular |
| **Essentials** | **Title** |
| Literature Big Book | *Cool Dog, School Dog*Genre: Fantasy |
| Interactive Read Aloud | “Our Pets”Genre: Informational Text |
| Shared Read | “A Pig for Cliff”Genre: Fantasy Lexile: 280L |
| Anchor Text | *Flip*Genre: Fantasy Lexile: 30L |
| Paired Reading | “What Pets Need”Genre: Nonfiction Lexile: 370L |
| Writing | **Write About the Text:** Narrative**Writing Skill:** Use Word Bank**Writing Trait:** Descriptive Details |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Oliver in the City” (Lexile: 520)
* **Decodable Reader:** “Sit Down Kids!”
* **Practice Decodable Reader:** “Hit It Out!”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 4** |
| --- |
| Essential Question | What do friends do together? |
| Oral Vocabulary | cooperaterelationship | deliverchore | collect |
| **Essentials** | **Title** |
| Literature Big Book | *Friends All Around*Genre: Informational Text |
| Interactive Read Aloud | “Games Long Ago”Genre: Informational Text |
| Shared Read | “Toss! Kick! Hop!”Genre: Informational Text Lexile: 290L |
| Anchor Text | *Friends*Genre: Informational Text Lexile: 60L |
| Paired Reading | “There Are Days and There Are Days”Genre: Poetry Lexile: NP |
| Writing | **Write About the Text:** Informational Text**Extended Writing:** Personal Narrative**Writing Process: Plan; Draft****Writing Skill:** Left-to-right progression**Writing Trait:** Supporting Details |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “My Goldfish” (Lexile: NP)
* **Decodable Reader:** “A Big Plan”
* **Practice Decodable Reader:** “Six Glad Pigs”
* **Writing:** Write letters and words. Write about text.
 |

| **Instructional Materials: Wonders Text Set 5** |
| --- |
| Essential Question | How does your body move? |  |  |
| Vocabulary | physicalexercise | agreeexhausted | difficult |
| **Essentials** | **Title** |
| Literature Big Book | *Move!*Genre: Informational Text |
| Interactive Read Aloud | “The Monkey’s Fiddle”Genre: Folktale |
| Shared Read | “Move and Grin!”Genre: Informational Text Lexile: 370L |
| Anchor Text | *Move It!*Genre: Informational Text Lexile: 60L |
| Paired Reading | “My Family Hike”Genre: Personal Narrative Lexile: 210L |
| Writing | **Write About the Text:**Informational Text**Extended Writing:**Personal Narrative | **Writing Process:**Revise; Edit and Proofread; Publish, Present, and Evaluate  | **Writing Skill:**Spacing between Words**Writing Trait:**Supporting Details |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Time with Friends” (Lexile: 660)
* **Decodable Reader:** “Is Rock Fun?”
* **Practice Decodable Reader:** “Fox Fun”
* **Writing:** Write letters and words. Write about text
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Skill Building | * Newcomer Calendar Activity on Digital Platform.
* Pair gestures and facial expressions with key vocabulary in the writing prompt.
* Before reading, have children listen to a summary of the selection, available in multiple languages.
* Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
* For extended writing prompts, provide the Student Model found in the Writer’s Notebook >Teacher Resources>Unit 1 highlighting the language and structure a student will need in order to be able to reproduce their own.
* For extended writing prompts, provide the Writer’s Outline in the Writer’s Notebook >Teacher Resources>Unit 1. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
* In discussion, model and have students use the sentence frames provided and word banks to support their responses.
* Provide students the Scaffolded Shared Read to help partners read and work through a text together
* Provide the Visual Vocabulary cards to build content knowledge.
 |
| Extension | Wonders Connect to Content: Science. Reading/Writing Companion Research and Inquiry Projects (Teacher or Student Choice)“Take a Poll about School” (T) “Interview About a Neighborhood” (T) “Plan for a Pet’s Home” (T) “Take a Poll about Friends” (T)“How We Move in Sports” (T) |

| Unit 2 | **Foundations** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **INSTRUCTIONAL MATERIALS**  |
| --- | --- | --- |
| Dates specific to district calendar | Print ConceptsPhonological AwarenessPhonics and Word RecognitionFluency  | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1  | Short e: e, ea | again, help, new, there, use | * Phonemic Awareness: Phoneme Blending, Phoneme Isolation, Phoneme Blending and Segmentation
* Structural Analysis: Inflectional Ending -ed
 |
| 2 | Short u | could, live, one, then, three | * Phonological Awareness: Identify and Produce Rhyme
* Phonemic Awareness: Phoneme Identity, Phoneme Blending, Phoneme Blending and Segmentation
* Structural Analysis: Contractions with ‘s
 |
| 3 | Words with End Blends | Eat, no, of under, who | * Phonemic Awareness: Phoneme Blending and Categorization, Phoneme Substitution, Phoneme Blending and Segmentation
* Structural Analysis: Inflectional Ending -ing
 |
| 4 | Consonant Digraphs th, sh, -ng | all, call, day, her, want | * Phonemic Awareness: Phoneme Isolation, Phoneme Categorization, Phoneme Blending, Phoneme Blending and Segmentation
* Structural Analysis: Closed Syllables
 |
| 5 | Digraphs: ch, wh, ph; Trigraph: -tch | around, by, many, place, walk | * Phonemic Awareness: Phoneme Segmentation, Phoneme Addition, Phoneme Blending, Phoneme Blending and Segmentation
* Structural Analysis: Inflectional Ending -es
 |

| **Unit 2** | **Language, Reading & Writing** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- |
| Dates specific to district calendar | **Reading Literature/Reading Information*** Character, Setting, Events
* Repetition and Alliteration
* Author’s Purpose
* Topic and Relevant Details
* Text Features: Captions, Maps

**Language** * Nouns
* Singular and Plural Nouns
* Singular and Plural Possessive Nouns
* Common and Proper Nouns
* Irregular Plural Nouns

**Writing*** Narrative; Fantasy

**Speaking and Listening*** Retell a text to enhance comprehension
* Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
 | By the end of the unit students will be able to:Narrate in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**Language Functions & Features:*** Noun groups to add description and precision that answer questions about what something is like, or its color, shape or size (i.e., red hats, yarn hats
* Prepositional phrases to describe place or location (i.e., in the sea, in this place)
* Compound sentence (i.e., They see \_\_\_\_ and \_\_\_. They swim and swim.)
* Doing verbs to describe actions (i.e., reads, sits, lives, screeching)
* Visuals (labeled drawings to support information), (i.e. label drawings, anchor charts)
 | NARRATE |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | What jobs need to be done in a community? |
| Vocabulary | occupationcommunity | equipmentfortunately | astonishing |
| **Essentials** | **Title** |
| Literature Big Book | *Millie Waits for the Mail*Genre: Fantasy |
| Interactive Read Aloud | “Jobs Around Town”Genre: Nonfiction |
| Shared Read | “Good Job, Ben!”Genre: Realistic Fiction Lexile: 130L |
| Anchor Text | *The Red Hot*Genre: Realistic Fiction Lexile: BR |
| Paired Reading | “Firefighters at Work” Genre: Nonfiction Lexile: 290L |
| Writing | **Write About the Text:** Opinion**Writing Skill:** Write on the Lines**Writing Trait:** Ideas: Focus on an Idea |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Let’s Move!” (Lexile: 640)
* **Decodable Reader:** “Brad’s Dog”
* **Practice Decodable Reader:** “Crab on the Move”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Questions | What buildings do you know? What are they made of? |
| Oral Vocabulary | sheltermaterials | collapsedfurious | refused |
| **Essentials** | **Title** |
| Literature Big Book | *Three Little Dassies*Genre: Fantasy |
| Interactive Read Aloud | “Three Little Pigs”Genre: Folktale |
| Shared Read | “Cubs in a Hut”Genre: Fantasy Lexile: 390L |
| Anchor Text | *The Pigs, the Wolf, and the Mud*Genre: Fantasy Lexile: 320L |
| Paired Reading | “Homes Around the World”Genre: Informational Text Lexile: 370L |
| Writing | **Write About the Text:** Informational Text**Writing Skill:** Return Sweep**Writing Trait:** Ideas: Descriptive Details |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Finn’s Perfect Job” (Lexile: 530)
* **Decodable Reader:** “What Can I Get?”
* **Practice Decodable Reader:** “Rex Gets Help”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | Where do animals live together? |
| Vocabulary | habitatdepend | hibernatetranquil | tolerate |
| **Essentials** | **Title** |
| Literature Big Book | *Babies in the Bayou*Genre: Informational Text |
| Interactive Read Aloud | “Animals in the Desert”Genre: Informational Text |
| Shared Read | “The Best Spot”Genre: Informational Text Lexile: 160L |
| Anchor Text | *At a Pond*Genre: Informational Text Lexile: 190L |
| Paired Reading | “Way Down Deep” Genre: Poetry Lexile: NP |
| Writing | **Write About the Text:** Informational Text**Writing Skill:** Sentence; Capitalization**Writing Trait:** Ideas: Focus on a Topic |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Now Things Are Worse!” (Lexile: 450)
* **Decodable Reader:** “Big Bud”
* **Practice Decodable Reader:** “Duck”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 4** |
| --- |
| Essential Question | How do people help out in the community? |
| Vocabulary | leadershipadmire | enjoyrely | connections |
| **Essentials** | **Title** |
| Literature Big Book | *The Story of Martin Luther King Jr.*Genre: Biography |
| Interactive Read Aloud | “Luis’s Library”Genre: Biography |
| Shared Read | “Thump Thump Helps Out”Genre: Fantasy Lexile: 510L |
| Anchor Text | *Nell’s Books*Genre: Fantasy Lexile: 200L |
| Paired Reading | “Kids Can Help!”Genre: Informational Text Lexile: 350L |
| Writing | **Write About the Text:** Narrative**Extended Writing:** Fantasy**Writing Skill:** End Punctuation**Writing Trait:** Organization: Beginning, Middle, End**Writing Process:** Plan; Draft |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Animals at the Pond” (Lexile: 720)
* **Decodable Reader:** “Camping Fun”
* **Practice Decodable Reader:** “Den of Sand”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 5** |
| --- |
| Essential Question | How can you find your way around? |
| Vocabulary | locateroute | heightmodel | separate |
| **Essentials** | **Title** |
| Literature Big Book | *Me on the Map*Genre: Realistic Fiction |
| Interactive Read Aloud | “Map It!”Genre: Informational Text |
| Shared Read | “Which Way on the Map?”Genre: Informational Text Lexile: 160L |
| Anchor Text | *Fun with Maps*Genre: Informational Text Lexile: NP |
| Paired Reading | “North, East, South, or West?”Genre: Informational Text Lexile: 360L |
| Writing | **Write About the Text:** Informational Text**Extended Writing:** Fantasy**Writing Skill:** Capitalize Proper Nouns**Writing Trait:** Ideas: Supporting Details**Writing Process:** Revise; Edit and Proofread; Publish, Present, and Evaluate |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Eleanor Takes Charge!” (Lexile: 610)
* **Decodable Reader:** “Trish Wants a Ship”
* **Practice Decodable Reader:** “A Shop for All?”
* **Writing:** Write letters and words. Write about text
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Skill Building | * Pair gestures and facial expressions with key vocabulary in the writing prompt.
* Before reading, have children listen to a summary of the selection, available in multiple languages.
* Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
* For extended writing prompts, provide the Student Model found in the Writer’s Notebook >Teacher Resources>Unit 2 highlighting the language and structure a student will need in order to be able to reproduce their own.
* For extended writing prompts, provide the Writer’s Outline in the Writer’s Notebook >Teacher Resources>Unit 2. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
* In discussion, model and have students use the sentence frames provided and word banks to support their responses.
* Provide students the Scaffolded Shared Read to help partners read and work through a text together
* Provide the Visual Vocabulary cards to build content knowledge.
 |
| Extension  | Wonders Connect to Content: Social Studies. Reading/Writing Companion Research and Inquiry Projects (Teacher or Student Choice)“Interview a Community Worker” (T) “Choose a Building” (T) “Where Animals Live” (T) “Interview a Helper” (T)“Make a School Map” (T)  |

| Unit 3 | **Foundations** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **INSTRUCTIONAL MATERIALS**  |
| --- | --- | --- |
| Dates specific to district calendar | Print ConceptsPhonological AwarenessPhonics and Word RecognitionFluency  | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Long o: o\_e | away, now, some, today, way, why | * Phonemic Awareness: Phoneme Identify, Phoneme Addition, Phoneme Substitution, Phoneme Blending and Segmentation
* Structural Analysis: Contractions with not
 |
| 2 | Long i: i\_e | green, grow, pretty, should, together, water | * Phonological Awareness: Alliteration
* Phonemic Awareness: Phoneme Deletion, Phoneme Segmentation, Phoneme Blending and Segmentation
* Structural Analysis: Plurals
 |
| 3 | Soft c, Soft g, -dge | any, from, happy, once, so, upon | * Phonological Awareness: Identify and Produce Rhyme
* Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Blending and Segmentation
* Structural Analysis: Inflectional Endings -ed, -ing
 |
| 4 | Long o: o\_eLong u: u\_eLone e: e\_e | ago, boy, girl, how, old, people | * Phonemic Awareness:Phoneme Segmentation, Phoneme Isolation, Phoneme Blending and Segmentation
* Structural Analysis: CVCe Syllables
 |
| 5 | Variant Vowel Digraphs: oo, u | after, buy, done, every, soon, work | * Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Deletion, Phoneme Blending and Segmentation
* Structural Analysis:Inflectional Endings -ed, -ing
 |

| **Unit 3** | **Language, Reading & Writing** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- |
| Dates specific to district calendar | **Reading Literature/Reading Information*** Events: Beginning, Middle, End
* Sequence of Events
* Moral
* Folktale: Descriptive Words and Phrases
* Details: Compare and Contrast
* Details: Time-Order
* Text Features: Diagrams

**Language** * Verbs
* Present-Tense Verbs
* Past- and Future-Tense Verbs
* Irregular Verbs *Is, Are*
* Contractions with *Not*

**Writing*** Inform/Explanatory

**Speaking and Listening*** Retell a text to enhance comprehension
* Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
 | By the end of the unit students will be able to:Inform and explain about a topic, using a source, providing facts and a sense of closure. **Language Functions & Features:*** Noun groups to add description and precision that answer questions about what something is like, or its color, shape or size (i.e., dig watches, tell time, railroad man)
* Prepositional phrases to describe place or location (i.e., of their pockets, on the wrist)
* Compound sentence (i.e., \_\_\_\_ and \_\_\_. It’s \_\_\_\_ and \_\_\_\_.)
* Doing verbs to describe actions (i.e., reads, drives, lives, flys)
* Visuals (labeled drawings to support information), (i.e. label drawings, anchor charts)
 | INFORMEXPLAIN |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | How do we measure time? |
| Oral Vocabulary | scheduleimmediately | weekendcalendar | occasion |
| **Essentials** | **Title** |
| Literature Big Book | *A Second is a Hiccup*Genre: Poetry |
| Interactive Read Aloud | “Measuring Time”Genre: Informational Text |
| Shared Read | “Nate the Snake is Late”Genre: Fantasy Lexile: 460L |
| Anchor Text | *On My Way to School*Genre: Fantasy Lexile: 330L |
| Paired Reading | “It’s About Time!”Genre: Informational Text Lexile: 270L |
| Writing | **Write About the Text:** Narrative**Writing Skill:** Return Sweep**Writing Trait:** Word Choice: Strong Verbs |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Follow the Map” (Lexile: 550)
* **Decodable Reader:** “Around Dad’s Ranch”
* **Practice Decodable Reader:** “Checks All Around”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | How do plants change as they grow? |
| Vocabulary | assistbloom | graspedspied | sprout |
| **Essentials** | **Title** |
| Literature Big Book  | *Mystery Vine*Genre: Fiction |
| Interactive Read Aloud | “The Great Big Gigantic Turnip”Genre: Folktale (Russian) |
| Shared Read | “Time to Plant!”Genre: Drama Lexile: NP |
| Anchor Text | *The Big Yuca Plant*Genre: Drama Lexile: NP |
| Paired Reading | “How Plants Grow”Genre: Informational Text Lexile: 400L |
| Writing | **Write About the Text:** Narrative**Writing Skill:** Capitalize “I”**Writing Trait:** Word Choice: Sensory Details |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Fifteen Minutes Late” (Lexile: 650)
* **Decodable Reader:** “Safe Snakes”
* **Practice Decodable Reader:** “Have Some Grapes”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | What is a folktale? |
| Vocabulary | eventuallyfoolish | herotale | timid |
| **Essentials** | **Title** |
| Literature Big Book | *Interrupting Chicken*Genre: Fantasy |
| Interactive Read Aloud | “The Foolish Timid Rabbit:Genre: Folktale (India) |
| Shared Read | “The Nice Mitten”Genre: Folktale Lexile: 460L |
| Anchor Text | *The Gingerbread Man*Genre: Folktale Lexile: 320L |
| Paired Reading | “Drakestail”Genre: Folktale Lexile: 450L |
| Writing | **Write About the Text:** Narrative**Writing Skill:** Word endings: *-ed* and *-ing***Writing Trait:** Word Choice: Specific Words |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Twinsies” (Lexile: 250)
* **Decodable Reader:** “Time to Pick Up Together”
* **Practice Decodable Reader:** “Let’s Dine Tonight”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 4** |
| --- |
| Essential Question | How is life different than it was long ago? |
| Vocabulary | centurypast | presentfuture | entertainment |
| **Essentials** | **Title** |
| Literature Big Book | *The Last Train*Genre: Song |
| Interactive Read Aloud | “Let’s Look at Video Games!”Genre: Informational Text |
| Shared Read | “Life at Home”Genre: Informational Text Lexile: 490L |
| Anchor Text | *Long Ago and Now*Genre: Informational Text Lexile: 480L |
| Paired Reading | “From Horse to Plane”Genre: Informational Text Lexile: 370L |
| Writing | **Write About the Text:** Opinion**Extended Writing:** Expository Text**Writing Skill:** Use Word Bank**Writing Trait:** Ideas: Focus on an Idea**Writing Process:** Plan; Draft |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Little Red Riding Hood” (Lexile 620)
* **Decodable Reader:** “A Spice Cake from Vance”
* **Practice Decodable Reader:** “Happy Grace Wins the Race”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 5** |
| --- |
| Essential Question | How do we get our food? |
| Vocabulary | deliciousnutritious | responsibilityenormous | delighted |
| **Essentials** | **Title** |
| Literature Big Book | *Where Does Food Come From?*Genre: Informational Text |
| Interactive Read Aloud | “The Little Red Hen”Genre: Folktale |
| Shared Read | “A Look at Breakfast”Genre: Informational Text Lexile: 340L |
| Anchor Text | *From Cows to You*Genre: Informational Text Lexile: 500L |
| Paired Reading | “The Five Food Groups:Genre: Informational Text Lexile: 450L |
| Writing | **Write About the Text:** Opinion**Extended Writing:** Expository Text**Writing Skill:** Stretch Sounds to Write Words**Writing Trait:** Ideas: Give Reasons for an Opinion**Writing Process:** Revise; Edit and Proofread; Publish, Present, and Evaluate |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Things Have Changed” (Lexile: 680)
* **Decodable Reader:** “Steve’s Huge Step”
* **Practice Decodable Reader:** “Cub and Mole’s Hole”
* **Writing:** Write letters and words. Write about text
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Skill Building | * Pair gestures and facial expressions with key vocabulary in the writing prompt.
* Before reading, have children listen to a summary of the selection, available in multiple languages.
* Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
* For extended writing prompts, provide the Student Model found in the Writer’s Notebook >Teacher Resources>Unit 3 highlighting the language and structure a student will need in order to be able to reproduce their own.
* For extended writing prompts, provide the Writer’s Outline in the Writer’s Notebook >Teacher Resources>Unit 1. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
* In discussion, model and have students use the sentence frames provided and word banks to support their responses.
* Provide students the Scaffolded Shared Read to help partners read and work through a text together
* Provide the Visual Vocabulary cards to build content knowledge.
 |
| Extensions | Wonders Connect to Content: Science. Reading/Writing CompanionResearch and Inquiry Projects (Teacher or Student Choice)“Interview About Your Day” (T) “From Seed to Plant” (T) “All About a Folktale” (T) “Interview About Long Ago” (T)“Investigate a Food” (T)  |

| Unit 4 | **Foundations** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **INSTRUCTIONAL MATERIALS**  |
| --- | --- | --- |
| Dates specific to district calendar | Print ConceptsPhonological AwarenessPhonics and Word RecognitionFluency  | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Long a: a, ai, ay | about, animal, carry, eight, give, our | * Phonological Awareness: Identify and Produce Rhyme
* Phonemic Awareness:Phoneme Categorization, Phoneme Blending, Phoneme Blending and Segmentation
* Structural Analysis: Alphabetical Order
 |
| 2 | Long e: e, ee, ea, ie | because, blue, into, or, other, small | * Phonological Awareness: Identify and Produce Rhyme
* Phonemic Awareness: Phoneme Identify, Phoneme Segmentation, Phoneme Blending and Segmentation
* Structural Analysis: Prefixes re-, un-, pre-
 |
| 3 | Long o: o, oa, ow, oe | find, food, more, over, start, warm | * Phonemic Awareness: Phoneme Categorization, Phoneme Blending, Contrast Vowel Sounds, Phoneme Blending and Substitution
* Structural Analysis: Open Syllables
 |
| 4 | Long i: i, igh, y, ie | caught, flew, know, laugh, listen, were | * Phonemic Awareness: Phoneme Categorization, Phoneme Identity, Phoneme segmentation, Phoneme Segmentation and Substitution
* Structural Analysis: Inflectional Endings
 |
| 5 | Long e: y, ey | found, hard, near, woman, would, write | * Phonemic Awareness: Phoneme Categorization, Phoneme Deletion, Phoneme Blending, Phoneme Deletion and Addition
* Structural Analysis: Compound Words
 |

| **Unit 4** | **Language, Reading & Writing** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- |
| Dates specific to district calendar | **Reading Literature/Reading Information*** Sequence of Events
* Narrator
* Stanzas and Line Breaks
* Topic and Relevant Details
* Details: Time-Order
* Text Features: Headings
* Author’s Opinion

**Language** * Irregular Verbs: *Was* and *Were*
* Irregular Verbs: *Has* and *Have*
* Irregular Verbs: *Go* and *Do*
* Irregular Verbs: *See* and *Saw*
* Adverbs that tell When
* Narrative Writing Prompt: Personal Narrative

**Writing*** Narrative Poetry

**Speaking and Listening*** Retell a text to enhance comprehension
* Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
 | By the end of the unit students will be able to:Narrate in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**Language Functions & Features:*** Words, title, statements or common story expression (i.e. Once upon a time, It all started when…, Go, Tiger Go!)
* Noun groups to state who the or what the story is about (i.e., Little mouse, wild tiger)
* Rhyme, rhythm, repetition, and alliteration (i.e., feet, neat, eat)
* Verbs to describe (i.e. narrow feet, sharp claws)
 | NARRATIVE POETRY |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | How do animals’ bodies help them? |
| Oral Vocabulary | featureappearance | determinedpredicament | relief |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “The Elephant’s Child”Genre: Folktale |
| Shared Read | “Snail and Frog Race”Genre: Folktale Lexile: 270L |
| Anchor Text | *Little Rabbit*Genre: Folktale Lexile: 180L |
| Paired Reading | “Animals Can Go Fast!”Genre: Informational Text Lexile: 300L |
| Writing | **Write About the Text:** Informational Text**Writing Trait:** Word Choice: Descriptive Words**Review Trait: I**Ideas: Focus on a Topic |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “It’s Breakfast Time” (Lexile: 960)
* **Decodable Reader:** “A Good Ride in Bug’s Brook”
* **Practice Decodable Reader:** “A Good Game”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | How do animals help each other? |
| Vocabulary | behaviorbeneficial | dominantinstinct | endangered |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Animals Working Together”Genre: Informational Text |
| Shared Read | “A Team of Fish”Genre: Informational Text Lexile: 340L |
| Anchor Text | *Animal Teams*Genre: Informational Text Lexile: 480L |
| Paired Reading | “Busy as a Bee”Genre: Informational Text Lexile: 500L |
| Writing | **Write About the Text:** Opinion**Writing Trait:** Organization: Introduce the Topic**Review Trait:** Ideas: Give Reasons for an Opinion |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “How Leopard Got Its Spots” (Lexile: 580)
* **Decodable Reader:** “Sailing”
* **Practice Decodable Reader:** “Gray the Mule”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | How do animals survive in nature? |
| Vocabulary | communicateprovide | superiorsurvive | wilderness |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Animals in Winter”Genre: Informational Text  |
| Shared Read | “Go Wild!”Genre: Informational Text Lexile: 540L |
| Anchor Text | *Vulture View*Genre: Informational Text Lexile: 70L |
| Paired Reading | “When It’s Snowing”Genre: Poetry Lexile: NP |
| Writing | **Write About the Text:** Informational Text**Extended Writing:** Poetry**Writing Trait:** Ideas: Main Ideas**Review Trait:** Ideas: Supporting Details**Writing Process:** Plan; Draft |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Welcome to Prairie Dog Town!” (Lexile: 860)
* **Decodable Reader:** “East Side Beach”
* **Practice Decodable Reader:** “Sleep for Kean”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 4** |
| --- |
| Essential Questions | What insects do you know about? How are they alike and different? |
| Vocabulary | differentflutter | imitateresemble | protect |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Insect Hide and Seek”Genre: Informational Text |
| Shared Read | “Creep Low, Fly High”Genre: Fantasy Lexile: 290L |
| Anchor Text | *Hi! Fly Guy*Genre: Fantasy Lexile: 200L |
| Paired Reading | “Meet the Insects”Genre: Informational Text Lexile: 400L |
| Writing | **Write About the Text:** Informational Text**Extended Writing:** Poetry**Writing Trait:** Organization: Concluding Statement**Review Trait:** Ideas: Descriptive Details**Writing Process:** Revise; Edit and Proofread; Publish, Present, and Evaluate |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Winter Warriors” (Lexile: 970)
* **Decodable Reader:** “We Can Grow Food”
* **Practice Decodable Reader:** “Ways to Go”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 5** |
| --- |
| Essential Question | How do people work with animals? |
| Vocabulary | advicecareer | remarkablesoothe | signal |
| **Essentials** | **Title** |
| Literature Big Book | N/A  |
| Interactive Read Aloud | “Ming’s Teacher”Genre: Folktale (China) |
| Shared Read | “Time for Kids: From Puppy to Guide Dog”Genre: Informational Text Lexile: 680L |
| Anchor Text | *Time for Kids: Koko and Penny*Genre: Informational Text Lexile: 370L |
| Paired Reading | “Save Our Bees!”Genre: Opinion Text Lexile: 450L |
| Writing | **Write About the Text:** Informational Text**Writing Trait:** Organization: Introduce the Topic**Review Trait:** Word Choice: Specific Words |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Ant’s Picnic” (Lexile: 600)
* **Decodable Reader:** “Let’s Find Dwight”
* **Practice Decodable Reader:** “Pig Flies His Kite”
* **Writing:** Write letters and words. Write about text
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Skill Building | * Pair gestures and facial expressions with key vocabulary in the writing prompt.
* Before reading, have children listen to a summary of the selection, available in multiple languages.
* Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
* For extended writing prompts, provide the Student Model found in the Writer’s Notebook >Teacher Resources>Unit 4 highlighting the language and structure a student will need in order to be able to reproduce their own.
* For extended writing prompts, provide the Writer’s Outline in the Writer’s Notebook >Teacher Resources>Unit 4. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
* In discussion, model and have students use the sentence frames provided and word banks to support their responses.
* Provide students the Scaffolded Shared Read to help partners read and work through a text together
* Provide the Visual Vocabulary cards to build content knowledge.
 |
| Extension | Wonders Connect to Content: Science. Reading/Writing CompanionResearch and Inquiry Projects (Teacher or Student Choice)* “Animal Bodies” (T)
* “Animal Teams” (T)
* “Animal Life Cycles” (T)
* “Compare Two Insects” (T)
* “Caring for Animals” (T)
 |

| Unit 5 | **Foundations** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **INSTRUCTIONAL MATERIALS**  |
| --- | --- | --- |
| Dates specific to district calendar | Print ConceptsPhonological AwarenessPhonics and Word RecognitionFluency  | Wonders 2023  |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | r-Controlled Vowel ar | four, large, none, only, put, round | * Phonemic Awareness: Contrast Vowel Sounds, Phoneme Categorization, Phoneme Blending, Phoneme Blending and Segmentation
* Structural Analysis: Plurals: Change -y to -ies
 |
| 2 | r-Controlled Vowels or, ir, ur, er | another, climb, full, great, poor, through | * Phonological Awareness: Identify and Produce Rhyme
* Phonemic Awareness: Phoneme Substitution, Phoneme Blending, Phoneme Deletion, Phoneme Blending and Substitution
* Structural Analysis: Inflectional Ending -er
 |
| 3 | r-Controlled Vowels or, ore, oar | began, better, guess, learn, right, sure | * Phonemic Awareness: Phoneme Categorization, Phoneme Substitution, Phoneme Blending, Phoneme Addition, Phoneme Blending and Segmentation
* Structural Analysis: Abbreviations
 |
| 4 | Diphthongs ou, ow | color, early, instead, nothing, oh, thought | * Phonemic Awareness: Phoneme Substitution, Phoneme isolation, Phoneme Blending, Phoneme Blending and Substitution
* Structural Analysis: Comparative Inflectional Endings -er, -est
 |
| 5 | Diphthongs oi, oy | above, build, fall, knew, money, toward | * Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Phoneme Categorization, Phoneme Blending, Phoneme Blending and Segmentation
* Structural Analysis: Final Stable Syllables
 |

| **Unit 5** | **Language, Reading & Writing** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- |
| Dates specific to district calendar | **Reading Literature/Reading Information*** Narrator
* Events: Cause and Effect
* Events: Problem and Solution
* Poetry: Descriptive Words and Phrases
* Details: Problem and Solution
* Details: Cause and Effect
* Text Features: Illustrations

**Language*** Words That Join
* Adjectives
* Adjectives That Compare
* Using *a, an, this, that*
* Prepositions and Prepositional Phrases
* Informational Writing Prompt: How-To Sentences

**Writing** * Inform/Explanatory

**Speaking and Listening*** Retell a text to enhance comprehension
* Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
 | By the end of the unit students will be able to:Inform and explain about a topic, using a source, providing facts and a sense of closure. **Language Functions & Features:*** Noun groups to add description and precision that answer questions about what something is like, or its color, shape or size (i.e., big box, , little circle, empty carton)
* Prepositional phrases to describe place or location (i.e., in the background, around the box, in the carton)
* Compound sentences and connector sentences for “how to” (i.e., First \_\_\_\_ and then \_\_\_\_.
* Doing verbs to describe actions (i.e., shake, strike, strum)
* Visuals (labeled drawings to support information), (i.e. label drawings, anchor charts)
 | INFORMEXPLAIN |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | How can we classify and categorize things? |
| Oral Vocabulary | distinguishclassify | organizeentire | startled |
| **Essentials** | **Title** |
| Literature Big Book  | N/A |
| Interactive Read Aloud | “Goldilocks”Genre: Folktale |
| Shared Read | “A Barn Full of Hats”Genre: Fantasy Lexile: 320L |
| Anchor Text | *A Lost Button (*from *Frog and Toad Are Friends*)Genre: Fantasy Lexile: 340L |
| Paired Reading | “Sort it Out”Genre: Informational Text Lexile: 210L |
| Writing | **Write About the Text:** Opinion**Writing Trait:** Sentence Fluency: Vary Sentence Length**Review Trait:** Word Choice: Descriptive Words |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Service Dogs” (Lexile: 740)
* **Decodable Reader:** “Ziggy the Cozy Kitty”
* **Practice Decodable Reader:** “Monkeys in a Tree”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | What can you see in the sky? |
| Oral Vocabulary | certainobserve | remainedthoughtful | vast |
| **Essentials** | **Title** |
| Literature Big Book |  |
| Interactive Read Aloud | “Why the Sun and Moon Are in the Sky”Genre: Folktale: Pourquoi (Nigerian) |
| Shared Read | “A Bird Named Fern”Genre: Fantasy Lexile: 360L |
| Anchor Text | *Kitten’s First Full Moon*Genre: Fantasy Lexile: 550L |
| Paired Reading | “The Moon”Genre: Informational Text Lexile: 440L |
| Writing | **Write About the Text:** Informational Text**Writing Trait:** Word Choice: Strong Verbs**Review Trait:** Ideas: Focus on an Idea |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Bunny’s Big Birthday” (Lexile: 480)
* **Decodable Reader:** “Gem Pack”
* **Practice Decodable Reader:** “At the Park”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | What inventions do you know about? |
| Oral Vocabulary | complicatedcurious | deviceimagine | improve |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Great Inventions”Genre: Informational Text |
| Shared Read | “The Story of a Robot Inventor”Genre: Biography Lexile: 420L |
| Anchor Text | *Thomas Edison, Inventor*Genre: Biography Lexile: 510L |
| Paired Reading | “Windshield Wipers” and “Scissor”Genre: Poetry Lexile: NP |
| Writing | **Write About the Text:** Informational Text**Writing Trait:** Organization: Order of Events**Review Trait:** Fluency: Varying Sentence Length |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Little Cricket Stays Up Late” (Lexile: 520)
* **Decodable Reader:** “Fun at Burns Farm”
* **Practice Decodable Reader:** “A World of Birds”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 4** |
| --- |
| Essential Questions | What sounds can you hear? How are they made? |
| Oral Vocabulary | distractnervous | sensessqueaky | volume |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “The Squeaky Bed”Genre: Folktale (Puerto Rico) |
| Shared Read | “Now, What’s That Sound?”Genre: Realistic Fiction Lexile: 240L |
| Anchor Text | *Whistle for Willie*Genre: Realistic Fiction Lexile: 520L |
| Paired Reading | “Shake! Strike! Strum!”Genre: How-To Text Lexile: 290L |
| Writing | **Write About the Text:** Narrative**Extended Writing:** How-To Article**Writing Trait:** Sentence Fluency: Vary Sentence Beginnings**Review Trait:** Organization: Beginning/Middle/End**Writing Process:** Plan; Draft |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Garrett’s Clever Idea” (Lexile: 810)
* **Decodable Reader:** “Work at a Port”
* **Practice Decodable Reader:** “Learn a Sport”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 5** |
| --- |
| Essential Question | How do things get built? |
| Oral Vocabulary | contentedintend | marvelousproject | structure |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “The Sheep, the Pig, and the Goose Who Set Up House”Genre: Folktale (Norway) |
| Shared Read | “Time for Kids: The Joy of a Ship”Genre: Informational Text Lexile: 560L |
| Anchor Text | *Time for Kids: Building Bridges*Genre: Informational Text Lexile: 550L |
| Paired Reading | “Small Joy”Genre: Informational Text Lexile: 490L |
| Writing | **Write About the Text:** Opinion**Extended Writing:** How-To Article**Writing Trait:** Ideas: Give Reasons for an Opinion**Review Trait:** Organization: Concluding Statement**Writing Process:** Revise; Edit and Proofread; Publish, Present, and Evaluate |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Chen the Tapper” (Lexile: 390)
* **Decodable Reader:** “Scout the Grouch”
* **Practice Decodable Reader:** “Jack Helps His Town”
* **Writing:** Write letters and words. Write about text
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Skill Building | * Pair gestures and facial expressions with key vocabulary in the writing prompt.
* Before reading, have children listen to a summary of the selection, available in multiple languages.
* Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
* For extended writing prompts, provide the Student Model found in the Writer’s Notebook >Teacher Resources>Unit 5 highlighting the language and structure a student will need in order to be able to reproduce their own.
* For extended writing prompts, provide the Writer’s Outline in the Writer’s Notebook >Teacher Resources>Unit 5. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
* In discussion, model and have students use the sentence frames provided and word banks to support their responses.
* Provide students the Scaffolded Shared Read to help partners read and work through a text together
* Provide the Visual Vocabulary cards to build content knowledge.
 |
| Extension | Wonders Connect to Content: Science. Reading/Writing Companion Research and Inquiry Projects (Teacher or Student Choice)* “Sort a Collection” (T)
* “The Sun Helps Us” (T)
* “Find out About an Inventor” (T)
* “Experiment with Sounds” (T)
* “How to Build a(n) \_\_\_\_” (T)
 |

| Unit 6 | **Foundations** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **INSTRUCTIONAL MATERIALS**  |
| --- | --- | --- |
| Dates specific to district calendar | Print ConceptsPhonological AwarenessPhonics and Word RecognitionFluency  | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Variant Vowel ou, u\_e | answer, brought, busy, door, enough, eyes | * Phonological Awareness: Identify and Produce Rhyme, Syllable Deletion
* Phonemic Awareness: Phoneme Identity, Phoneme Segmentation, Phoneme Segmentation and Substitution
* Structural Analysis: Suffixes -ful and -less
 |
| 2 | Variant Vowel Spellings with Digraphs: au, aw, a, augh, al | brother, father, friend, love, mother, picture | * Phonemic Awareness: Phoneme Categorization, Phoneme Reversal, Phoneme Blending, Phoneme Segmentation and Substitution
* Structural Analysis: Vowel-Team Syllables
 |
| 3 | Silent Letter Consonant Digraphs: wr, kn, gn | been, children, month, question, their, year | * Phonemic Awareness: Phoneme Categorization, Phoneme Segmentation, Phoneme Substitution, Phoneme Segmentation and Substitution
* Structural Analysis: Compound Words
 |
| 4 | Three-Letter consonant Blends scr, spl, spr, str, the, shr | before, front, heard, push, tomorrow, your | * Phonological Awareness: Syllable Addition
* Phonemic Awareness: Phoneme Segmentation, Phoneme Blending, Phoneme Segmentation, Phoneme Blending and Substitution
* Structural Analysis: Inflectional Endings -ed, -ing
 |
| 5 | r-Controlled Vowels air, are, ear | favorite, few, gone, surprise, wonder, young | * Phonemic Awareness: Phoneme Reversal, Phoneme Blending, Phoneme Deletion, Phoneme Addition, Syllable Deletion and Addition
* Structural Analysis: r-Controlled Vowel Syllables
 |

| **Unit 6** | **Language, Reading & Writing** |
| --- | --- |

| **PACING** | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- |
| Dates specific to district calendar | **Reading Literature/Reading Information*** Theme
* Events: Cause and Effect
* Stanzas and Line Breaks
* Author’s Purpose
* Text Features: Captions, Headings
* Author’s Opinion

**Language** * Pronouns *I, you, he, she, it, we, they*
* Possessive Pronouns
* Special Pronouns
* Subjective and Objective Pronouns
* Adverbs That Tell How
* Opinion Writing Prompt: Thank-You Note

**Writing*** Opinion

**Speaking and Listening*** Retell a text to enhance comprehension
* Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.
 | By the end of the unit students will be able to:From an opinion in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**Language Functions & Features:*** Noun groups to add description and precision that answer questions about what something is like, or its color, shape or size (i.e., sports coach, many helpers, big job)
* Prepositional phrases to describe place or location (i.e., in the background, on the field, across the porch)
* Compound sentences (i.e., They played on the \_\_\_\_\_ and \_\_\_\_\_.)
* Doing verbs to describe actions and feelings (i.e., hears, plays, likes, dislikes)
 | ARGUE |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | How can we work together to make our lives better? |
| Oral Vocabulary | fairconflict | shiftrisk | argument |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “The Cat’s Bell”Genre: Fable |
| Shared Read | “Super Tools”Genre: Fantasy Lexile: 430L |
| Anchor Text | *Click, Clack, Moo: Cows That Type*Genre: Fantasy Lexile: 380L |
| Paired Reading | “Be a Volunteer!”Genre: Opinion Text Lexile: 520L |
| Writing | **Write About the Text:** Write a Letter**Writing Trait:** Organization: Paragraph**Review Trait:** Word Choice: Strong Verbs |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Beavers are Builders!” (Lexile: 800)
* **Decodable Reader:** “Gold Coins”
* **Practice Decodable Reader:** “Toy Time”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | Who helps you? |
| Vocabulary | decisiondistance | inspirerespect | swiftly |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Anansi’s Sons”Genre: Folktale (Trickster Tale) |
| Shared Read | “All Kinds of Helpers”Genre: Informational Text Lexile: 530L |
| Anchor Text | *Meet Rosina*Genre: Informational Text Lexile: 420L |
| Paired Reading | “Abuelita’s Lap”Genre: Poetry Lexile: NP |
| Writing | **Write About the Text:** Informational Text**Writing Trait:** Voice: Use Own Voice**Review Trait:** Organization: Introduce the Topic |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “The Schools of Critter Creek” (Lexile: 690)
* **Decodable Reader:** “A New Morning”
* **Practice Decodable Reader:** “Clues from Dad”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | How weather affect us? |
| Vocabulary | creativecycle | frigidpredict | scorching |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Paul Bunyan and the Popcorn Blizzard”Genre: Folktale (Tall Tale) |
| Shared Read | “Wrapped in Ice”Genre: Realistic Fiction Lexile: 320L |
| Anchor Text | *Rain School*Genre: Realistic Fiction Lexile: 440L |
| Paired Reading | “Rainy Weather”Genre: Informational Text Lexile: 470L |
| Writing | **Write About the Text:** Write to Sources**Extended Writing:** Opinion**Writing Trait:** Ideas: Main Idea**Review Trait:** Ideas: Descriptive Details**Writing Process:** Plan; Draft |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Helper All Around” (Lexile: 800)
* **Decodable Reader:** “A Bird on the Lawn”
* **Practice Decodable Reader:** “Paws and Claws”
* **Writing:** Write letters and words. Write about text
 |

| **Instructional Materials: Wonders Text Set 4** |
| --- |
| Essential Question | What traditions do you know about? |
| Oral Vocabulary | ancientdrama | effortmovement | tradition |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Let’s Dance!”Genre: Informational Text |
| Shared Read | “A Spring Birthday”Genre: Realistic Fiction Lexile: 380L |
| Anchor Text | *Lissy’s Friends*Genre: Realistic Fiction Lexile: 460L |
| Paired Reading | “Making Paper Shapes”Genre: How-To Text Lexile: 520L |
| Writing | **Write About the Text:** Write a Letter**Extended Writing:** Opinion**Writing Trait:** Sentence Fluency: Varying Sentence Types**Review Trait:** Organization: Beginning/Middle/End**Writing Process:** Revise; Edit and Proofread; Publish, Present, and Evaluate |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “Springtime for Daisy” (Lexile: 580)
* **Decodable Reader:** “The Wrong Job”
* **Practice Decodable Reader:** “Know How to Slide”
* **Writing:** Write letters and words. Write about text
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| **Instructional Materials: Wonders Text Set 5** |
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| Essential Question | Why do we celebrate holidays? |
| Oral Vocabulary | designdisplay | pridepurpose | represent |
| **Essentials** | **Title** |
| Literature Big Book | N/A |
| Interactive Read Aloud | “Celebrate the Flag”Genre: Informational Text |
| Shared Read | “Share the Harvest and Give Thanks”Genre: Informational Text Lexile: 650L |
| Anchor Text | *Time for Kids: Happy Birthday, U.S.A.!*Genre: Informational Text Lexile: 490L |
| Paired Reading | “Time for Kids: Martin Luther King, Jr. Day”Genre: Informational Text Lexile: 510L |
| Writing | **Write About the Text:** Opinion**Writing Trait:** Voice: Author’s Voice**Review Trait:** Ideas: Give Reasons for Opinion |
| **Special Education Connection: Wonderworks** |
| * **Genre Read-Aloud Anthology:** “A Tasty Family Tradition” (Lexile: 500)
* **Decodable Reader:** “Scrubbing Cars Clean”
* **Practice Decodable Reader:** “In the Spring”
* **Writing:** Write letters and words. Write about text
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| **SCAFFOLDING IN ACTION** |
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| Skill Building | * Pair gestures and facial expressions with key vocabulary in the writing prompt.
* Before reading, have children listen to a summary of the selection, available in multiple languages.
* Point out the word banks or provide one if not available when students are completing writing or speaking tasks to support their responses.
* For extended writing prompts, provide the Student Model found in the Writer’s Notebook >Teacher Resources>Unit 6 highlighting the language and structure a student will need in order to be able to reproduce their own.
* For extended writing prompts, provide the Writer’s Outline in the Writer’s Notebook >Teacher Resources>Unit 6. Newcomers may only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English.
* In discussion, model and have students use the sentence frames provided and word banks to support their responses.
* Provide students the Scaffolded Shared Read to help partners read and work through a text together
* Provide the Visual Vocabulary cards to build content knowledge.
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| Extension | Wonders Connect to Content: Social Studies. Reading/Writing CompanionResearch and Inquiry Projects (Teacher or Student Choice)“Poll about Taking Action” (T) “Interview a Helper” (T) “The Weather In My State” (T) “Interview about Traditions” (T)“Find Out About a Holiday” (T)  |