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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Print Concepts  Phonological Awareness  Phonics and Word Recognition  Fluency | | 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 | | learn  subjects | common  object | 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 | | city  country | bored  feast | 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 | | care  train | groom  companion | 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 | | cooperate  relationship | deliver  chore | 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 | | physical  exercise | agree  exhausted | 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 Concepts  Phonological Awareness  Phonics and Word Recognition  Fluency | | 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 | | occupation  community | equipment  fortunately | 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 | | shelter  materials | collapsed  furious | 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 | | habitat  depend | hibernate  tranquil | 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 | | leadership  admire | enjoy  rely | 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 | | locate  route | height  model | 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 Concepts  Phonological Awareness  Phonics and Word Recognition  Fluency | | 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\_e  Long u: u\_e  Lone 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) | INFORM EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do we measure time? | | |
| Oral Vocabulary | | schedule  immediately | weekend  calendar | 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 | | assist  bloom | grasped  spied | 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 | | eventually  foolish | hero  tale | 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 | | century  past | present  future | 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 | | delicious  nutritious | responsibility  enormous | 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 Companion  Research 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 Concepts  Phonological Awareness  Phonics and Word Recognition  Fluency | | 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 | | feature  appearance | determined  predicament | 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 | | behavior  beneficial | dominant  instinct | 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 | | communicate  provide | superior  survive | 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 | | different  flutter | imitate  resemble | 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 | | advice  career | remarkable  soothe | 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 Companion  Research 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 Concepts  Phonological Awareness  Phonics and Word Recognition  Fluency | | 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) | INFORM EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How can we classify and categorize things? | | |
| Oral Vocabulary | | distinguish  classify | organize  entire | 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 | | certain  observe | remained  thoughtful | 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 | | complicated  curious | device  imagine | 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 | | distract  nervous | senses  squeaky | 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 | | contented  intend | marvelous  project | 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 Concepts  Phonological Awareness  Phonics and Word Recognition  Fluency | | 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 | | fair  conflict | shift  risk | 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 | | decision  distance | inspire  respect | 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 | | creative  cycle | frigid  predict | 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 | | ancient  drama | effort  movement | 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 | | | | |

| **Instructional Materials: Wonders Text Set 5** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | Why do we celebrate holidays? | | |
| Oral Vocabulary | | design  display | pride  purpose | 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 | | | | |

| **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 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. | | |
| Extension | | Wonders Connect to Content: Social Studies. Reading/Writing Companion  Research 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) | | |