Wonders 2023

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| **1st Grade** | | **YEAR AT A GLANCE** | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| Suggested Pacing | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar |
| Big Idea | What makes you special? | What makes a community? | What can happen over time? | What animals do you know about? What are they like? | How can we make sense of the world around us? | How does teamwork help us? |
| Phonics/Word Analysis | Short Vowels, Inflectional Endings, Double Final Consonants, Plural Nouns, Alphabetical Order, r-Blends, s-Blends, Possessives | Short Vowels, Inflectional Endings, Contractions, Ending consonant Blends, Consonant Digraphs/Trigraph, Closed Syllables, Plural Nouns with -es | Long Vowels: CVCe, Contractions, Plurals with CVCe, Soft c and g/dge, Inflectional Endings, CVCe Syllables, Variant Vowels with Digraphs | Long Vowel Patterns, Alphabetical Order, Prefixes, Open syllables, Inflectional Endings, Compound Words | r-Controlled Vowels, Plurals, Suffixes, Abbreviations, Diphthongs, Comparative Inflectional Endings, Final Stable Syllables | Variant Vowels, Suffixes, Digraphs, Syllable Types, Silent Letter Consonants, Compound Words, Three-Letter Consonant Blends,Inflectional Endings, r-Controlled Vowels |
| Language Comprehension | Although standard(s) might be targeted for mastery in the scope and sequence, additional comprehension standards are embedded while teaching close reading within Wonders. Scaffolding text with repeated reading and discussion is vital in order for students to comprehend text. The reading standards are like a path that guides students through multiple encounters with text.  • Reading Standards 1-3 take the student through “what does the text say?”  • Reading Standards 4-6 guide the student through “how does the text work?”  • Reading Standards 7-9 take the student through “what does the text mean?” (Fisher, Frey 2014) | | | | | |
| Writing Focus | Narrative | Narrative | Informative/ Explanatory | Narrative Poetry | Informative/ Explanatory | Opinion |
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| Key Language Use | Narrate | Narrate | Inform/Explain | Narrate | Inform/Explain | Argue |