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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition   * Accuracy * Fluency | | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words**  **HFW in red are taught/mapped as “heart words”** | **Other Skills** |
| 1 | Words with Short a and Short i | ball, blue, both, even, for, help, put, there, why, yellow | * Phonemic Awareness: Phoneme Blending, Categorization, Segmentation and Isolation * Structural Analysis: Plural Nouns with -s and -es |
| 2 | Words with Short e, o, and u | could, find, funny, green, how, little, one, or, see, sounds | * Phonemic Awareness: Phoneme Blending, Categorization, Segmentation, and Isolation * Structural Analysis: Inflectional Endings -s, -es |
| 3 | Two-Letter Blends | boy, by, girl, he, here, she, small, want, were, what | * Phonemic Awareness: Phoneme Blending, Categorization, Segmentation, and Substitution * Structural Analysis: Closed Syllables |
| 4 | Short a and Long a: a\_e | another, done, into, move, now, show, too, water, year, your | * Phonemic Awareness: Phoneme Blending, Categorization, Segmentation, and Substitution * Structural Analysis: Inflectional Endings -ed, -ing |
| 5 | Short i and Long i: i\_e | all, any, goes, new, number, other, right, says, understands, work | * Phonemic Awareness: Phoneme Isolation, Categorization, and Blending * 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**   * Plot: Beginning, Middle, End * Main Story Elements: Character * Story Elements: Illustrations * Theme * Topic and Relevant Details * Text Features: Captions, Charts * Author’s Opinion * Comparative Reading   **Language**   * Statements and Questions * Commands, Exclamations, and Interjections * Subjects * Predicates * Expanding and Combining Sentences   **Writing**   * Expository Writing Prompt   **Speaking and Listening**   * Tell a story or * recount an experience with appropriate facts and relevant descriptive details, * speaking audibly in coherent sentences. | By the end of the unit students will be able to:  Narrate using sequence of events, transitions, and an ending.  **Language Functions & Features:**   * Connectors to sequence time (i.e., at the beginning, in the middle, at the end) * Verbs to describe what characters to, think, and feel (i.e., sad, smart) * Adverbials and prepositional phrases to establish time and location (i.e., then one day) * Statements to introduce problem or compilation (i.e., “No! I can’t take her! She’s not invited”.) | NARRATE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How are families around the world the same and different? | | |
| Vocabulary | | aside  culture  fair | invited  language  plead | scurries  share |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Dinner at Alejandro’s” | | |
| Shared Read | | “Maria Celebrates Brazil”  Genre: Realistic Fiction Lexile: 460L | | |
| Anchor Text | | *Big Red Lollipop*  Genre: Realistic Fiction Lexile: 410L | | |
| Paired Reading | | “A Look at Families”  Genre: Expository Lexile: 480L | | |
| Writing | | Realistic Fiction - Personal Narrative | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Birthday Buddies” * **Shared Read:** “Maria Celebrates Brazil” * **Leveled Reader Main Selection:** Music in My Family (Lexile: BR) * **Leveled Reader Paired Selection:** “Making Music” * **Writing:** Topic Sentence | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do friends depend on each other? | | |
| Vocabulary | | actions  afraid  depend | nervously  peered  perfectly | rescue  secret |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “The New Kid” | | |
| Shared Read | | “Little Flap Learns to Fly”  Genre: Fantasy Lexile: 390L | | |
| Anchor Text | | *Help! A Story of Friendship*  Genre: Fiction/Fantasy Lexile: 410L | | |
| Paired Reading | | “The Enormous Turnip”  Genre: Folktale Lexile: 500L | | |
| Writing | | Realistic Fiction- Personal Narrative | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Two True Friends” * **Shared Read:** “Little Flap Learns to Fly” * **Leveled Reader Main Selection:** Cat and Dog (Lexile: 70L) * **Leveled Reader Paired Selection:** “Uncle Max and I” * **Writing:** Evidence | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What happens when families work together? | | |
| Vocabulary | | checks  choose  chores | cost  customers  jobs | spend  tools |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Families Today” | | |
| Shared Read | | “Families Work!”  Genre: Expository Text Lexile: 500L | | |
| Anchor Text | | *Families Working Together*  Genre: Expository Text Lexile: 560L | | |
| Paired Reading | | “Can Kids Help at Home?”  Genre: Expository Text Lexile: 520L | | |
| Writing | | Expository Essay | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Branching Out” * **Shared Read:** “Families Work!” * **Leveled Reader Main Selection:** Families at Work (Lexile: 180L) * **Leveled Reader Paired Selection:** “A Family Sawmill” * **Writing:** Concluding Statement | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Use the graphic organizer found in the Reading/Writing Companion and model how to identify elements of realistic fiction and expository essays. * Point out the word banks in the Reading/Writing Companion 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 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 realistic fiction and/or expository essay. * 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: Social Studies. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)  “Family Photos” (T) Product: Poster  “We Celebrate Our Friends” (T) Product: Poster  “A Job for Everyone” (T) Product: Job Description Sheet | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition   * Accuracy * Fluency | | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Short o and Long o: o\_e | because, cold, family, friends, have, know, off, picture, school, took | * Phonemic Awareness: Phoneme Addition, Substitution, Blending, Deletion, and Segmentation * Structural Analysis: Inflectional Endings -ed, -ing |
| 2 | Short u and Long u: u\_e | change, cheer, fall, five, look, open, should, their, won, yes | * Phonemic Awareness: Phoneme Addition, Substitution, Blending, Deletion, and Segmentation * Structural Analysis: CVCe Syllables |
| 3 | Soft c and g: dge, ge, lge, nge | almost, buy, food, out, pull, saw, sky, straight, under, wash | * Phonemic Awareness: Phoneme Segmentation, Substitution, and Blending * Structural Analysis: Prefixes re-, un-, dis- |
| 4 | Consonant Digraphs: ch, -tch, sh, ph, th, -ng, wh | naby, early, eight, isn’t, learn, seven, start, these, try, walk | * Phonemic Awareness: Phoneme Segmentation, Substitution, and Blending * Structural Analysis: Suffixes -ful, -less |
| 5 | Three-Letter Blends scr, spr, str, the, spl, shr | bird, far, field, flower, grow, leaves, light, orange, ready, until | * Phonemic Awareness: Phoneme Substitution and Blending * Structural Analysis: Compound Words |

| **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**   * Main Story Elements: Character * Plot: Sequence of Events * Theme * Poetry: Lines and Line Breaks * Central Idea and Relevant Details * Text Features: Diagrams and Labels * Author’s Purpose * Comparative Reading   **Language**   * Commas in a Series * Singular and Plural Nouns (change -y to -ies) * Use Apostrophes to form Contractions * Irregular Plural Nouns * Plural Possessive Nouns   **Writing**   * Expository Writing Prompt   **Speaking and Listening**   * Tell a story or * recount an experience with appropriate facts and relevant descriptive details, * speaking audibly in coherent sentences. | By the end of the unit students will be able to:  Inform or explain a topic using a source, providing an introduction, facts, transitions, and a conclusion.  **Language Functions & Features:**   * Descriptive title, generalized nouns to introduce topic and/or entity (i.e., baby animals grow) * Opening statements to identify type of information, describing, comparing/contrasting, classifying. (i.e., baby animal is) * Timeless present verbs (i.e., eats, lives, runs, grows) | INFORM/EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How are offspring like their parents? | | |
| Vocabulary | | adult  alive  covered | fur  giant  groom | mammal  offspring |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Wild Animal families: | | |
| Shared Read | | “Eagles and Eaglets”  Genre: Expository Text Lexile: 520L | | |
| Anchor Text | | *Baby Bears*  Genre: Expository Text Lexile: 590L | | |
| Paired Reading | | “From Caterpillar to Butterfly”  Genre: Expository Text Lexile: 600L | | |
| Writing | | Research Report  Plan: Generate Questions for Formal Inquiry  Draft: Order Ideas | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Red Foxes and Their Cubs” * **Shared Read:** “Eagles and Eaglets” * **Leveled Reader Main Selection:** Animal Families (Lexile: 310L) * **Leveled Reader Paired Selection:** “Tadpoles into Frogs” * **Writing:** Complete Sentences | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What can animals in stories teach us? | | |
| Vocabulary | | believe  delicious  feast | fond  lessons  remarkable | snatch  stories |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “The Fox and the Crane” | | |
| Shared Read | | “The Boy Who Cried Wolf”  Genre: Fable Lexile: 460L | | |
| Anchor Text | | *Wolf! Wolf!*  Genre: Fable Lexile: 580L | | |
| Paired Reading | | “Cinderella and Friends”  Genre: Expository Text Lexile: 520L | | |
| Writing | | Research Report  Revise: Vary Sentences  Peer Conferences  Edit and Proofread  Publish, Present, and Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Lion and the Mouse” * **Shared Read:** “The Boy Who Cried Wolf” * **Leveled Reader Main Selection:** The Cat and the Mice (Lexile: 180L) * **Leveled Reader Paired Selection:** “Beware of Tiger!” * **Writing:** Subject-Verb Agreement | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What do we love about animals? | | |
| Vocabulary | | behave  express | feathers | flapping |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “The Furry Alarm Clock” | | |
| Shared Read | | “Cats and Kittens,” "Desert Camels,"  "A Bat Is Not a Bird"  Genre: Poetry Lexile: NP | | |
| Anchor Text | | “*Beetles,” “The Little Turtle”*  Genre: Poetry Lexile: NP | | |
| Paired Reading | | “Gray Goose”  Genre: Poetry Lexile: NP | | |
| Writing | | Rhyming Poem  Plan: Precise Language  Draft: Specific Details | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “A Dog for All Seasons” * **Shared Read:** “Cats and Kittens,” “Desert Camels,” “A Bat is Not a Bird” * **Leveled Reader Main Selection:** Amira’s Petting Zoo (Lexile: 130L) * **Leveled Reader Paired Selection:** “Sheep Season” * **Writing:** Basic Conventions | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Use the graphic organizer found in the Reading/Writing Companion and model how to identify elements of a research report and rhyming poem. * Point out the word banks in the Reading/Writing Companion 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 Writer’s Notebook>Teacher Resources>Unit 2 highlighting the language and structure a student will need in order to be able to compose their own research report and rhyming poem.. * 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: Science. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)  “Amazing Animal Parents” (T) Product: Diagram  “Creatures as Teachers: Aesop’s Fables” (T) Product: Diagram  “Dogs on the Job” (T) Product: Information Cards | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition   * Accuracy * Fluency | | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Long a: a, ai, ay, ea, ei, eigh, ey | about, around, good, great, idea, often, part, second, two, world | * Phonemic Awareness: Phoneme Categorization, Blending, Substitution, and Isolation * Structural Analysis: Contractions with ‘s, ‘re, ‘ll, ‘ve |
| 2 | Long i: i, y, igh, ie | also, apart, begin, either, hundred, over, places, those, which, without | * Phonemic Awareness: Phoneme Categorization, Blending, Substitution, and Isolation * Structural Analysis: Open Syllables |
| 3 | Long o: o, oa, ow, oe | better, group, long, more, only, our, started, three, who, won’t | * Phonemic Awareness: Phoneme Deletion, Substitution, Addition, Blending, and Categorization * Structural Analysis: Contractions with not |
| 4 | Long e: e, ee, ea, ie, y, ey, e\_e | after, before, every, few, first, hear, hurt, old, special, would | * Phonemic Awareness: Phoneme Deletion, Substitution, Addition, Blending, and Categorization * Structural Analysis: Plurals with -s, -es |
| 5 | Long u: u\_e, ue, u, ew | America, beautiful, began, climbed, come, country, didn’t, give, live, turned | * Phonemic Awareness: Phoneme Addition, Deletion, and Blending * Structural Analysis: Comparative Endings -er, -est |

| **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**   * Character Perspective * Plot: Sequence of Events * Author’s Purpose * Text Features: Photos and Captions, Heading, Diagrams * Central Idea and Relevant Details * Figurative Language: Idioms * Comparative Reading   **Language**   * Action Verbs * Present-Tense Verbs * Past-and Future-Tense Verbs * Subject-Verb Agreement * The Verb *Have*   **Writing**   * Personal Narrative Writing Prompt   **Speaking and Listening**   * Tell a story or * recount an experience with appropriate facts and relevant descriptive details, * speaking audibly in coherent sentences. | By the end of the unit students will be able to:  Narrate using sequence of events, transitions, and an ending.  **Language Functions & Features:**   * Connectors to sequence and link event details (i.e., because, and, so) * Verbs to describe what characters do, think, feel (i.e., happy, joy, proud) * Verbs and adjectives to judge behavior and situation (i.e., helpful, careful) * Language to address reader/listener and draw them in (It felt great to help!) | NARRATE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How can people help out their community? | | |
| Vocabulary | | across  borrow  countryside | ideas  insists  lonely | solution  villages |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Color Your Community” | | |
| Shared Read | | “Lighting Lives”  Genre: Narrative Nonfiction Lexile: 650L | | |
| Anchor Text | | *Biblioburro: A True Story from Colombia*  Genre: Narrative Nonfiction Lexile: 700L | | |
| Paired Reading | | “Landing on Your Feet”  Genre: Personal Narrative Lexile: 610L | | |
| Writing | | Personal Narrative  Plan: Sequence  Draft: Focus on an Event | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Happy to Help” * **Shared Read:** “Lighting Lives” * **Leveled Reader Main Selection:** City Communities (Lexile: 240L) * **Leveled Reader Paired Selection:** “Magic Anansi” * **Writing:** Combining Sentences | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What can we see in the sky? | | |
| Vocabulary | | adventure  delighted  dreamed | enjoyed  grumbled  moonlight | neighbor  nighttime |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “The Hidden Sun” | | |
| Shared Read | | “Starry Night”  Genre: Fiction Lexile: 540L | | |
| Anchor Text | | *Mr. Putter and Tabby See the Stars*  Genre: Fiction Lexile: 580L | | |
| Paired Reading | | “Day to Night”  Genre: Expository Text Lexile: 550L | | |
| Writing | | Personal Narrative  Revise: Conclusion  Peer Conferences  Edit and Proofread  Publish, Present, and Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Sky Show” * **Shared Read:** “Starry Night” * **Leveled Reader Main Selection:** A Special Sunset (Lexile: 180L) * **Leveled Reader Paired Selection:** “Shadows and Sundials” * **Writing:** Sequence Words | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do you express yourself? | | |
| Vocabulary | | cheered  concert  instrument | movements  music  rhythm | sounds  understand |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Why People Drum” | | |
| Shared Read | | “They’ve Got the Beat!”  Genre: Expository Text Lexile: 620L | | |
| Anchor Text | | *Many Ways to Enjoy Music*  Genre: Expository Text Lexile: 680L | | |
| Paired Reading | | “A Musical Museum”  Genre: Expository Text Lexile: 640L | | |
| Writing | | Expository Essay  Plan: Choose and Evaluate Sources  Draft: Paragraphs | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Behind the Scenes” * **Shared Read:** “They’ve Got the Beat!” * **Leveled Reader Main Selection:** The Sounds of Trash (Lexile: 250L) * **Leveled Reader Paired Selection:** “Talking Underwater” * **Writing:** Compound Sentences | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Use the graphic organizer found in the Reading/Writing Companion and model how to identify elements of a personal narrative and expository essay. * Point out the word banks in the Reading/Writing Companion 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 Writer’s Notebook>Teacher Resources>Unit 3 highlighting the language and structure a student will need in order to be able to compose their own personal narrative and expository essay. * For extended writing prompts, provide the Writer’s Outline in the Writer’s Notebook >Teacher Resources>Unit 3. 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 pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Making Our Lives Better…Together” (T) Product: Flipbook * “When the Night Sky Dances” (T) Product: Report * “Show Yourself Through Art” (T) Product: Collage | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition   * Accuracy * Fluency | | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Silent Letters wr, kn, gn, mb, sc | below, colors, don’t, down, eat, many, morning, sleep, through, very | * Phonemic Awareness: Phoneme Identity, Categorization, Blending, Substitution, and Addition * Structural Analysis: Prefixes/Suffixes |
| 2 | r-Controlled Vowel er, ir, ur, or | animal, away, building, found, from, Saturday, thought, today, toward, watch | * Phonemic Awareness: Phoneme Identity, Categorization, Blending, Substitution, and Addition * Structural Analysis: Inflectional Endings -s, -es, -ed, -ing |
| 3 | r-Controlled Vowels: or, ore, oar  r-Controlled Vowels: ar | ago, carry, certain, everyone, heavy, outside, people, problem, together, warm | * Phonological Awareness: Identify and Produce Rhyme * Phonemic Awareness: Phoneme Substitution and Blending, Identify Syllables * Structural Analysis: Irregular Plurals |
| 4 | r-Controlled Vowels: eer, ere, ear | again, behind, eyes, gone, happened, house, neither, stood, young | * Phonological Awareness: Identify and Produce Rhyme * Phonemic Awareness: Phoneme Substitution and Blending, Identify Syllables * Structural Analysis: |
| 5 | r-Controlled Vowel: are, air, ear, ere | among, bought, knew, never, once, soon, sorry, talk, touch, upon | * Phonemic Awareness: * Structural Analysis: |

| **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**   * Main Story Elements: Setting * Plot: Compare and Contrast * Theme * Poetry: Free Verse * Poetry: Rhyme Schemes * Author’s Purpose * Text Features: Maps, Headings and Bold Print, Titles and Headings * Comparative Reading   **Language**   * Linking Verbs * Helping Verbs * Irregular Verbs * Progressive Tense * Forming Compound Sentences   **Writing**   * Realistic Fiction Writing Prompt   **Speaking and Listening**   * Tell a story or * recount an experience with appropriate facts and relevant descriptive details, * speaking audibly in coherent sentences. | By the end of the unit students will be able to:  Narrate using sequence of events, transitions, and an ending.  **Language Functions & Features:**   * Expanded noun groups to introduce characters (i.e., two young cousins) * Connectors to sequence time, events, and to combine and link event details (i.e., first, next, then, so, and) * Pictures, descriptive title, opening statements (i.e., I have an idea!) * Verbs to describe what characters do, think, and feel (i.e., alike, similar, different) | NARRATE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How are kids around the world different? | | |
| Vocabulary | | common  costume  customs | favorite  parade  surrounded | travels  wonder |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “My New School” | | |
| Shared Read | | “Happy New Year!”  Genre: Realistic Fiction Lexile: 590L | | |
| Anchor Text | | *Dear Primo: A Letter to My Cousin*  Genre: Realistic Fiction Lexile: 610L | | |
| Paired Reading | | “Games Around the World”  Genre: Expository Text Lexile: 600L | | |
| Writing | | Realistic Fiction  Plan: Details  Draft: Compare and Contrast | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Thanksgiving–Here and There” * **Shared Read:** “Happy New Year!” * **Leveled Reader Main Selection:** Sharing Cultures (Lexile: 260L) * **Leveled Reader Paired Selection:** “Music Around the World” * **Writing:** Subject Pronouns | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How does the Earth change? | | |
| Vocabulary | | active  Earth  explode | island  local  properties | solid  steep |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Earth Changes” | | |
| Shared Read | | “Into the Sea”  Genre: Expository Text Lexile: 650L | | |
| Anchor Text | | *Volcanoes*  Genre: Expository Text Lexile: 680L | | |
| Paired Reading | | “To The Rescue”  Genre: Expository Text Lexile: 750L | | |
| Writing | | Realistic Fiction  Revise: Point of View  Peer Conference  Edit and Proofread  Publish, Present, and Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “A Global Warming Conversation” * **Shared Read:** “Into the Sea” * **Leveled Reader Main Selection:** Earthquakes (Lexile: 290L) * **Leveled Reader Paired Selection:** “Glaciers” * **Writing:** Quote Text Evidence | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What excites us about nature? | | |
| Vocabulary | | drops  excite | outdoors | pale |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Redwood National forest,” “The Amazing Meadow,” “The Sahara Desert” | | |
| Shared Read | | “Snow Shape,” “Nature Walk,” “In the Sky”  Genre: Poetry Lexile: NP | | |
| Anchor Text | | “April Rain Song,” “Rain Poem”  Genre: Poetry Lexile: NP | | |
| Paired Reading | | “Helicopters,” “Windy Tree”  Genre: Poetry Lexile: NP | | |
| Writing | | Free Verse Poem  Plan: Sensory Words  Draft: Visual Patterns | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “A Day at the Lake” * **Shared Read:** “Snow Shape,” “Nature Walk,” “In the Sky” * **Leveled Reader Main Selection:** A Hike in the Woods (Lexile 240L) * **Leveled Reader Paired Selection:** “The Woods” * **Writing:** Describing Words | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Use the graphic organizer found in the Reading/Writing Companion and model how to identify elements of realistic fiction and a free verse poem. * Point out the word banks in the Reading/Writing Companion 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 Writer’s Notebook>Teacher Resources>Unit 4 highlighting the language and structure a student will need in order to be able to compose their own realistic fiction and a free verse poem. * 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: Social Studies. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “What in the World is for Dinner?” (T) Product: Chart * “How Mountains Form” (T) Product: Before and After Pictures of Earth’s Changes * “Form the Oceans to the Skies” (T) Product: Diagram | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition   * Accuracy * Fluency | | Wonders 2023 |
| **Week** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Diphthongs ou, ow | answer, been, body, build, head, heard, minutes, myself, pretty, pushed | * Phonemic Awareness: Phoneme Reversal, Substitution, Blending, Segmentation, and Deletion * Structural Analysis: Irregular Plurals |
| 2 | Diphthongs oy, oi | brought, busy, else, happy, I’ll, laugh, love, maybe, please, several | * Phonemic Awareness: Phoneme Reversal, Substitution, Blending, Segmentation, and Deletion * Structural Analysis: Consonant + le Syllables |
| 3 | Variant Vowel: oo, u, u\_e, ew, ue, ui  Variant Vowel: oo, ou, u | air, along, always, draw, during, ever, meant, nothing, story, strong | * Phonological Awareness: Identify Syllables * Phonemic Awareness: Phoneme Categorization, Blending, Deletion, and Addition * Structural Analysis: Contractions with not |
| 4 | Variant Vowel: a, aw, au, augh, al, ough | city, father, mother, o’clock, own, questions, read, searching, sure, though | * Phonological Awareness: Identify Syllables * Phonemic Awareness: Phoneme Categorization, Blending, Deletion, and Addition * Structural Analysis: Vowel Team Syllables |
| 5 | Short Vowel Digraphs /e/ ea, /u/ ou, /i/ y | anything, children, everybody, instead, paper, person, voice, whole, woman, words | * Phonemic Awareness: Phoneme Deletion, Segmentation, Reversal and Blending * Structural Analysis: Alphabetical Order |

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

| **PACING** | | **STANDARD AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Character Perspective * Plot: Beginning, Middle, End * Text Features: Bold Print and Timeline * Text Features: Graphic Features and Callouts, Charts * Author’s Purpose * Author’s Opinion * Comparative Reading   **Language**   * Pronouns (singular, plural) * Subjective, Objective, and Possessive Pronouns * Pronoun-Verb Agreement * Possessive and Reflexive Pronouns * Contractions with Pronouns   **Writing**   * Opinion Writing Prompt   **Speaking and Listening**   * Tell a story or * recount an experience with appropriate facts and relevant descriptive details, * speaking audibly in coherent sentences. | **By the end of the unit students will be able to:**  **State opinion(s) about a topic with reasons supported by details from a source, use transitions, and provide a conclusion.**  **Language Functions and Features:**   * **Nouns: chores, allowance, needs, wants, family members, community, neighborhood, school, fundraiser,** * **Verbs: volunteer, persuade, donate, benefit,** * **Adjectives: Considerate, helpful** * **Transitional words and phrases: But, so, disagree, agree, an example.., one way, first, second, lastly, in conclusion** | OPINION |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What do heroes do? | | |
| Vocabulary | | agree  challenging  discover | heroes  interest  perform | study  succeed |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “A Hero On and Off Skis” | | |
| Shared Read | | “Caesar Chavez”  Genre: Biography Lexile: 600L | | |
| Anchor Text | | *Brave Bessie*  Genre: Biography (Temporal) Lexile: 650L | | |
| Paired Reading | | “The Prince’s Frog”  Genre: Fairy Tale Lexile: 650L | | |
| Writing | | Write to Sources: Opinion Essay  Minilesson: Opinion Statement | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Courageous Canine” * **Shared Read:** “César Chávez” * **Leveled Reader Main Selection:** Rudy Garcia-Tolson (Lexile: 290L) * **Leveled Reader Paired Selection:** “The Unsinkable Molly Brown” * **Writing:** Past-Tense Verbs | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What do good citizens do? | | |
| Vocabulary | | champion  determined  issues | promises  responsibility  right | volunteered  votes |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “A Colorful Problem” | | |
| Shared Read | | “A Difficult Decision”  Genre: Realistic Fiction Lexile: 510L | | |
| Anchor Text | | *Grace for President*  Genre: Realistic Fiction Lexile: 580L | | |
| Paired Reading | | “Helping to Make Smiles”  Genre: Narrative Nonfiction Lexile: 520L | | |
| Writing | | Write to Sources: Opinion Essay  Plan: Organize Ideas  Draft: Relevant Evidence  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Good Neighbors” * **Shared Read:** “A Difficult Decision” * **Leveled Reader Main Selection:** Fixing the Playground (Lexile: 250L) * **Leveled Reader Paired Selection:** “Hero” * **Writing:** Possessive Pronouns | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | Why are rules important? | | |
| Vocabulary | | exclaimed  finally  form | history  public  rules | united  writers |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Towns Need Rules!” | | |
| Shared Read | | “The Problem with Plastic Bags”  Genre: Opinion Text Lexile: 560L | | |
| Anchor Text | | *A Call to Compost*  Genre: Opinion Text Lexile: 660L | | |
| Paired Reading | | “Should Students Wear Uniforms?”  Genre: Expository Text Lexile: 600L | | |
| Writing | | Write to Sources: Opinion Essay  Mini Lesson: Transitional Words | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Sleep Tight!” * **Shared Read:** “The Problem with Plastic Bags” * **Leveled Reader Main Selection:** Do People Need Rules? (Lexile: 450L) * **Leveled Reader Paired Selection:** “Pool Rules” * **Writing:** Support an Opinion | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Use the graphic organizer found in the Reading/Writing Companion and model how to identify elements of opinion writing. * Point out the word banks in the Reading/Writing Companion 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 Writer’s Notebook>Teacher Resources>Unit 5 highlighting the language and structure a student will need in order to be able to compose their own opinion writing. * 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 pp.  Research and Inquiry Projects (Teacher or Student Choice)  “What Makes a Hero?” (T) Product: Poster  “I Can Be a Good Citizen, Too!” (T) Product: Pamphlet  “Rules of Respect Making School Safe for All” (T) Product: Chart | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition   * Accuracy * Fluency | | Wonders 2023 |
| **Lesson** | **Skills** | **High Frequency Words** | **Other Skills** |
| 1 | Closed and Open Syllables | door, front, order, probably, remember, someone, tomorrow, what’s, worry, yesterday | * Phonemic Awareness: Phoneme Addition, Blending, Deletion, Segmentation, and Substitution * Structural Analysis: Compound Words |
| 2 | CVCe Syllables | alone, became, beside, four, hello, large, notice, round, suppose, surprised | * Phonemic Awareness: Phoneme Addition, Blending, Deletion, Segmentation, and Substitution * Structural Analysis: Prefixes re-, un-, dis-; Suffixes -ful, -less |
| 3 | Final Stable Syllables (consonant + le, -el, -al, -tion, -sion) | above, brother, follow, listen, month, soft, something, song, who’s, wind | * Phonemic Awareness: Phoneme Segmentation, Blending, Addition, Deletion, Substitution, and Reversal * Structural Analysis: Contractions and Possessives |
| 4 | Vowel Team Syllables | against, anymore, complete, enough, river, rough, sometimes, stranger, terrible, window | * Phonemic Awareness: Phoneme Segmentation, Blending, Addition, Deletion, Substitution, and Reversal * Structural Analysis: Comparative Endings -er, -est |
| 5 | r-Controlled Vowel Syllables | afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble, wherever | * Phonemic Awareness: Phoneme Addition, Substitution, and Segmentation * Structural Analysis: Three (or more) Syllable Words |

| **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**   * Main Story Elements: Character, Setting, and Events * Character Perspective: * Theme * Poetry: Stanza * Figurative Language: Simile and Alliteration * Central Idea and Relevant Details * Text Features: Bar Graph * Comparative Reading   **Language**   * Adjectives (including articles) Articles and *This, That These,* and *Those* * Adjectives that Compare * Adjectives (including those that convey time and place) * Prepositions and Prepositional Phrases   **Writing**   * Opinion Writing Prompt   **Speaking and Listening**   * Tell a story or * recount an experience with appropriate facts and relevant descriptive details, * speaking audibly in coherent sentences. | **By the end of the unit students will be able to:**  **Inform/Explain a topic using a source providing an introduction, fact, visuals that contribute to the meaning, transitions and a conclusion.**  **Language Expectations:**   * Nouns: agriculture, farming, business, Florida, Winter, okra, beans, lychee, tomatoes, lettuce, salad, crops, vegetable(s), crops, broccoli, cauliflower, * Verbs: harvested, grow(n), benefits * Adjectives: Citrus, leading, fresh, delicious, * Transitional words and phrases: First, States that . . ., How…, Last(ly), One author explains | INFORM/EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do we use money? | | |
| Vocabulary | | invented  money  prices | purchase  record  system | value  worth |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Keep the Change!” | | |
| Shared Read | | “The Life of a Dollar Bill”  Genre: Expository Text (Temporal) Lexile: 660L | | |
| Anchor Text | | *Money Madness*  Genre: Expository Text Lexile: 780L | | |
| Paired Reading | | “King Midas and the Golden Touch”  Genre: Myth Lexile: 720L | | |
| Writing | | Write to Sources: Expository Essay  Minilesson: Central Idea | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “A Gift for Mom” * **Shared Read:** “The Life of a Dollar Bill” * **Leveled Reader Main Selection:** How to Be a Smart Shopper (Lexile: 370L) * **Leveled Reader Paired Selection:** “The Golden Fleece” * **Writing:** Run-On Sentences | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What do myths help us understand? | | |
| Vocabulary | | appeared  crops  develop | edge  golden  rustled | shining  stages |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “The Queen of Flowers” | | |
| Shared Read | | “The Starry Asters”  Genre: Drama/Myth Lexile: NP | | |
| Anchor Text | | *The Contest of Athena and Poseidon*  Genre: Drama/Myth Lexile: NP | | |
| Paired Reading | | “Poseidon’s Gift”  Genre: Fiction/Myth Lexile: 600L | | |
| Writing | | Write to Sources: Expository Essay  Plan: Organize Ideas  Draft: Elaborative Techniques  Revise; Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Apollo and Daphne” * **Shared Read:** “The Starry Asters” * **Leveled Reader Main Selection:** The Apples of Idun (Lexile: NP) * **Leveled Reader Paired Selection:** “Tomatoes” * **Writing:** Possessive Nouns | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | Where can your imagination take you? | | |
| Vocabulary | | create,  dazzling | imagination | seconds |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Give Me a Grown Box,” “Music Sends Me” | | |
| Shared Read | | “A Box of Crayons,” “What Story Is This?,” “The Ticket”  Genre: Poetry Lexile: NP | | |
| Anchor Text | | “Books to the Ceiling,” “I’ve Got This Covered,” “Eating While Reading”  Genre: Poetry (Lyrical) Lexile: NP | | |
| Paired Reading | | “Clay Play,” “Crayons”  Genre: Poetry Lexile: NP | | |
| Writing | | Write to Sources: Expository Essay  Mini Lesson: Conclusion | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Mary Anderson, Inventor” * **Shared Read:** “A Box of Crayons,” “What Story is This?,” “The Ticket” * **Leveled Reader Main Selection:** Matt’s Journey (Lexile: 350L) * **Leveled Reader Paired Selection:** “Autumn Leaves,” “The Orchestra” * **Writing:** Prepositional Phrases | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Use the graphic organizer found in the Reading/Writing Companion and model how to identify elements of an expository essay. * Point out the word banks in the Reading/Writing Companion 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 Writer’s Notebook>Teacher Resources>Unit 6 highlighting the language and structure a student will need in order to be able to compose their own expository essay. * 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. | | |
| Extensions | | Wonders Connect to Content: Science. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Making Dollars and Cents” (T) Product: Flowchart * “Plants and Flowers That grows into Myths” (T) Product: Diagram with Labels * “Set Your Imagination Free!” (T) Product: Oral Report | | |