| **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 | asideculturefair | invitedlanguageplead | scurriesshare |
| **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 | actionsafraiddepend | nervouslypeeredperfectly | rescuesecret |
| **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 | checkschoosechores | costcustomersjobs | spendtools |
| **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 | adultalivecovered | furgiantgroom | mammaloffspring |
| **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 ReportPlan: Generate Questions for Formal InquiryDraft: 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 | believedeliciousfeast | fondlessonsremarkable | snatchstories |
| **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 ReportRevise: Vary SentencesPeer ConferencesEdit and ProofreadPublish, 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 | behaveexpress | 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 PoemPlan: Precise LanguageDraft: 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 | acrossborrow countryside | ideasinsistslonely | solutionvillages |
| **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 NarrativePlan: SequenceDraft: 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 | adventuredelighteddreamed | enjoyedgrumbledmoonlight | neighbornighttime |
| **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 NarrativeRevise: ConclusionPeer ConferencesEdit and ProofreadPublish, 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 | cheeredconcertinstrument | movementsmusicrhythm | soundsunderstand |
| **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 EssayPlan: Choose and Evaluate SourcesDraft: 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, oarr-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 | commoncostumecustoms | favoriteparadesurrounded | travelswonder |
| **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 FictionPlan: DetailsDraft: 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 | activeEarthexplode | islandlocalproperties | solidsteep |
| **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 FictionRevise: Point of ViewPeer ConferenceEdit and ProofreadPublish, 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 | dropsexcite  | 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 PoemPlan: Sensory WordsDraft: 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, uiVariant 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 | agreechallengingdiscover | heroesinterestperform | studysucceed |
| **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 EssayMinilesson: 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 | championdeterminedissues | promisesresponsibilityright | volunteeredvotes |
| **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 EssayPlan: Organize IdeasDraft: Relevant EvidenceRevise: 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 | exclaimedfinallyform | historypublicrules | unitedwriters |
| **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 EssayMini 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 | inventedmoneyprices | purchaserecordsystem | valueworth |
| **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 EssayMinilesson: 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 | appearedcropsdevelop | edgegoldenrustled | shiningstages |
| **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 EssayPlan: Organize IdeasDraft: Elaborative TechniquesRevise; 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 EssayMini 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
 |