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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition  Vocabulary  Fluency | | Wonders 2023 |
| **Week** | **Skills** | **Vocabulary** | **Fluency** |
| 1 | * Decode words with short vowels a, i * Use knowledge of word families to decode words. | Compound Words | Accuracy and Expression |
| 2 | * Decode words with short vowels e, o, u * Use knowledge of inflectional endings to decode words. | Compound Words | Accuracy and Expression |
| 3 | * Decode words with final e * Use knowledge of inflectional endings to decode words. | Review High-Frequency Words  Review Academic Vocabulary | Rate |
| 4 | * Decode words with long a: ay, ai, a\_e, ea, eigh, ei, ey * Use knowledge of plurals -s and -es to decode words. | Context Clues: Sentence Clues | Expression |
| 5 | * Decode words with long o: o, ow, o\_e, oa, oe * Use knowledge of compound words to decode words. | Review High-Frequency Words | Accuracy and Phrasing |

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

| **PACING** | | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Plot: Character Development * Character Perspective * Text Structure: Chronology * Text Features: Headings, Maps, Captions, Sidebars * Central Idea and Relevant Details * Author’s Purpose * Author’s Claim * Comparative Reading * Context Clues   **Language**   * Compound Words * Multiple Meaning Words   **Writing**   * Narrative   **Speaking and Listening**   * Report on a topic or text * Tell a story * Recount an experience * Speak clearly | By the end of the unit students will be able to…  Narrate a personal or fictional account using a logical sequence of events, appropriate descriptions, and use a variety of transitional words and phrases.  **Language Functions & Features**   * Verbs and adjectives to describe what characters do or feel (i.e., angry, build, work, run, scared) * Prepositional phrases to establish time and location (i.e., around, over, through, before, after) * Ordinal sequence of facts and relative events (i.e., first, next, last) * Pronouns (i.e., we, I, she, him) | NARRATE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do people from different cultures contribute to a community? | | |
| Vocabulary | | admires  classmate  community | contribute  practicing  pronounce | scared  tumbled |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Faith Ringgold: Telling Stories Through Art” | | |
| Shared Read | | “Room to Grow”  Genre: Narrative Nonfiction Lexile: 490L | | |
| Anchor Text | | *Gary the Dreamer*  Genre: Narrative Nonfiction Lexile: 500L | | |
| Paired Reading | | “Sharing Cultures”  Genre: Expository Text Lexile: 550L | | |
| Writing | | Personal Narrative  Plan: Sequence of Events  Draft: Descriptive Details | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: Sharing * **Shared Read:** “Room to Grow” * **Leveled Reader Main Selection:** Judy Baca (Lexile 310) * **Leveled Reader Paired Selection:** Vibrant Los Angeles * **Writing:** TopicSentences | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What can traditions teach you about cultures? | | |
| Vocabulary | | celebrate  courage  disappointment | precious  pride  remind | symbols  tradition |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Ready for Aloha” | | |
| Shared Read | | “The Dream Catcher”  Genre: Realistic Fiction Lexile: 470L | | |
| Anchor Text | | *Yoon and the Jade Bracelet*  Genre: Realistic Fiction Lexile: 480L | | |
| Paired Reading | | “Family Traditions”  Genre: Expository Text Lexile: 480L | | |
| Writing | | Personal Narrative  Revise: Sentence Fluency  Peer Conferencing  Edit and Proofread  Publish, Present, Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “ The Big Day” * **Shared Read:** “The Dream Catcher” * **Leveled Reader Main Selection:** “The Special Meal” * **Leveled Reader Paired Selection:** “More about Mole” * **Writing:** Evidence | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do landmarks help us understand our country’s story? | | |
| Vocabulary | | carved  clues  grand | landmark  massive  monument | national  traces |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “America’s Landmarks and Memorials” | | |
| Shared Read | | “Preserve and Protect”  Genre: Argumentative Text Lexile: 660L | | |
| Anchor Text | | *Protecting Our Parks*  Genre: Argumentative Text Lexile: 690L | | |
| Paired Reading | | *5 Questions for George McDonald*  Genre: Expository Text Lexile: 860L | | |
| Writing | | Opinion Essay  Plan: Identify Relevant Information  Draft: Fact and Opinion | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Greatest Monument” * **Shared Read:** “Preserve and Protect” * **Leveled Reader Main Selection:** “Preserving a Special Place” * **Leveled Reader Paired Selection:** “Gateway Arch” * **Writing:** Concluding Statement | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer found in the Reading/Writing Companion and model how to identify what happened first, next or last in the story and claim evidence to express opinion. * 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 narrative and/or opinion 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 | | Digital Tool: Inquiry Space Performance Task: Write About: Frogs  Wonders Connect to Content: Science. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Who Made That?” (T) Product: Map * “City of Cultures” (T) Product: Quilt * “Special Places” (T) Product: Postcard | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition  Vocabulary  Fluency | | Wonders 2023 |
| **Week** | **Skills** | **Vocabulary** | **Fluency** |
| 1 | * Decode words with long i:i, ie, igh, i\_e, y * Use knowledge of plural words with y to i to decode words. * Decode words with long u: u, u\_e, ew | Review High-Frequency Words | Intonation and Phrasing |
| 2 | * Decode words with long e: e, ea, ee, e\_e, ie, ey, y * Use knowledge of inflectional endings to decode words. | Prefixes: re-, un- | Rate |
| 3 | * Decode words with silent letters * Use knowledge of singular and plural possessives to decode words. | Figurative Language | Accuracy and Phrasing |
| 4 | * Decode words with three letter blends * Use knowledge of closed syllables to decode words. | Figurative Language | Accuracy and Phrasing |
| 5 | * Decode words with digraphs * Use knowledge of open syllables to decode words. | Review High-Frequency Words  Review Academic Vocabulary | Phrasing |

| **Unit 2** | **Reading and Language** | |
| --- | --- | --- |

| **PACING** | | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Plot: Character Development * Theme * Character Perspective * Text Structure: Limerick, Free Verse * Text Features: Headings, Bar Graphs * Cause and Effect * Author’s Claim * Comparative Reading   **Language**   * Commas in Direct Address * Singular and Plural Nouns * Irregular Plural Nouns * Combining Sentences * Possessive Nouns   **Writing**   * Narrative Writing Prompt: Realistic Fiction   **Speaking and Listening**   * Report on a topic * Recount an experience * Use appropriate facts and details * Speak clearly | By the end of the unit students will be able to…  Narrate a personal or fictional account with one or more characters Students will use text features, details, and use a variety of transitional words and phrases.  **Language Functions & Features**   * Adjectives to describe characters i.e., special, another, green, etc. * Transitional words to indicate when things happen: first, then, next, after, finally. * Prepositions to indicate position or direction like to, for, under, on. * Quotations to demonstrate dialog: i.e., “yes,” “Mother,” I said. * Captions and pictures or text features that accompany the narration. * Appropriate pronouns (i.e., we, I, she, him, my, yours, ours) | NARRATE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do people make government work? | | |
| Vocabulary | | announced  candidates  convince | decisions  elect  estimate | government  independent |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “All About Elections!” | | |
| Shared Read | | “Every Vote Counts!”  Genre: Expository Text Lexile: 560L | | |
| Anchor Text | | *Vote!*  Genre: Expository Text Lexile: 530L | | |
| Paired Reading | | “A Plan for the People”  Genre: Expository Text Lexile: 530L | | |
| Writing | | Realistic Fiction Story  Plan: Sequence of Events  Draft: Dialogue | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Levels of Government” * **Shared Read:** “Every vote Counts!” * **Leveled Reader Main Selection:** “The Race for the Presidency” * **Leveled Reader Paired Selection:** “Elementary School Lawmakers” * **Writing:** Complete Sentences | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | Why do people immigrate to new places? | | |
| Vocabulary | | arrived  immigrated  inspected | moment  opportunity  photographs | valuable  whispered |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Our Story Cloth” | | |
| Shared Read | | “Sailing to America”  Genre: Historical Fiction Lexile: 460L | | |
| Anchor Text | | *The Castle on Hester Street*  Genre: Historical Fiction Lexile: 730L | | |
| Paired Reading | | “Next Stop, America!”  Genre: Expository Text Lexile: 510L | | |
| Writing | | Realistic Fiction Story  Revise: Strong Conclusion  Peer Conferences  Edit and Proofread  Publish, Present, and Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Our New Home” * **Shared Read:** “Sailing to America” * **Leveled Reader Main Selection:** The Promise of Gold Mountain * **Leveled Reader Paired Selection:** “Gold in California” * **Writing:** Subject Verb Agreement | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do people figure things out? | | |
| Vocabulary | | bounce  imagine | inventor | observer |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “New Bike, Old Bike” | | |
| Shared Read | | “Empanada Day,” “Cold Feet,” “Our Washing Machine,” “Bugged”  Genre: Poetry Lexile: NP (non-prose) | | |
| Anchor Text | | “The Inventor Thinks Up Helicopters” and “The Ornithopter”  Genre: Poetry Lexile: NP (non-prose) | | |
| Paired Reading | | “Montgolfier Brothers’ Hot Air Balloon”  Genre: Poetry Lexile: NP (non-prose) | | |
| Writing | | Poetry  Plan: Ideas  Draft: Rhythm and Rhyme | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Finding Music” * **Shared Read:** “Empanada Day” “Cold Feet,” “Our Washing Machine,” and “Bugged” * **Leveled Reader Main Selection:** Problem Solved * **Leveled Reader Paired Selection:** “Rainy Day” * **Writing:** Basic Conventions | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer and model how to demonstrate problem and solution and provide word banks. * 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: Science. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Let’s Vote on It” (T) Product: Thank-You Card * “Leaving Home” (T) Product: Journal Entry * “I Spy with My Little Eye” (T) Product: Interview | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition  Vocabulary  Fluency | | Wonders 2023 |
| **Week** | **Skills** | **Vocabulary** | **Fluency** |
| 1 | * Decode words with r-controlled vowels * Use knowledge of contractions to decode words. | Suffixes -y, -ly | Expression |
| 2 | * Decode words with r-controlled vowels * Use knowledge of the prefixes un-, re-, and pre- to decode words. | Suffixes -y, -ly | Phrasing |
| 3 | * Decode words with r-controlled vowels * Explain how the addition of the suffixes -y or -ly can change the part of speech of a base word. | Synonyms | Accuracy |
| 4 | * Decode words prefixes pre-, dis-, and mis- * Use knowledge of final syllables with silent e to decode words. | Synonyms | Phrasing and Speed |
| 5 | * Decode words with diphthongs oi and ou * Use knowledge of prefixes un-, non-, and dis- to decode words. | Suffixes | Accuracy and Phrasing |

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

| **PACING** | | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Theme * Character Perspective * Text Structure: Chronology * Text Features: Key Words, Charts, Timelines, Captions * Central Idea and Relevant Details * Author’s Purpose * Personification * Comparative Reading   **Language**   * Quotation Marks with Dialogue * Subject-Verb Agreement * Past-Tense Verbs * Future-Tense Verbs * Combining Sentences with Verbs   **Writing**   * Opinion Writing Prompt   **Speaking and Listening**   * Report on a topic or text * Tell a story * Recount an experience * Use appropriate facts and relevant descriptive details * Speak clearly | By the end of the unit students will be able to…  State an argument (opinion) about a topic or text using chronology, comparison, or cause and effect use relevant details to support the argument.  **Language Functions & Features**   * Conjunctions to connect ideas and details: because, and, but, so * Elaboration technique(s): That’s why…, comparing… * Verbs to express appropriate facts and relevant details: be, are, have, belong, like is etc. * Conditional structures to indicate cause and effect: If/then * Question words: How, what, why * Signal words for comparison; bigger than, the fastest, more colorful | ARGUE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What do we know about Earth and its neighbors? | | |
| Vocabulary | | amount  astronomy  globe | solar system  support  surface | temperature  warmth |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Our Home in the Solar System” | | |
| Shared Read | | “Earth and Its Neighbors”  Genre: Expository Text Lexile: 660L | | |
| Anchor Text | | *Earth*  Genre: Expository Text Lexile: 630L | | |
| Paired Reading | | “Why the Sun is Read”  Genre: Legend Lexile: 500L | | |
| Writing | | Write to Sources: Opinion Writing  Mini Lesson: Opinion | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Solar System” * **Shared Read:** “Earth and Its Neighbors” * **Leveled Reader Main Selection:** Destination Saturn * **Leveled Reader Paired Selection:** “Why the Stars Twinkle” * **Writing:**  Sequence Words | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What makes different animals unique? | | |
| Vocabulary | | disbelief  dismay  fabulous | features  offered  splendid | unique  watchful |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Bear, Beaver, and Bee” | | |
| Shared Read | | “Anansi Learns a Lesson”  Genre: Folktale Lexile: 560L | | |
| Anchor Text | | *Martina the Beautiful Cockroach*  Genre: Folktale Lexile: 570L | | |
| Paired Reading | | “Get a Backbone!”  Genre: Expository Text Lexile: 510L | | |
| Writing | | Write to Sources: Opinion Writing  Revise: Strong Conclusion  Plan: Organize Ideas  Draft: Introductions  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Three Billy Goats Gruff” * **Shared Read:** “Anansi Learns a Lesson” * **Leveled Reader Main Selection:** The Clever Rabbit * **Leveled Reader Paired Selection:** “All about Tigers” * **Writing:** Signal Words (cause and effect) | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How is each event in history unique? | | |
| Vocabulary | | agreeable  appreciate  boomed | descendants  population  resources | transportation  vehicles |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “The California Gold Rush” | | |
| Shared Read | | “Moving America Forward”  Genre: Expository Text Lexile: 720L | | |
| Anchor Text | | “Birth of an Anthem”  Genre: Expository Text Lexile: 700L | | |
| Paired Reading | | “Discovering Life Long Ago”  Genre: Expository Text Lexile: 740L | | |
| Writing | | Write to Sources: Opinion Writing  Mini Lesson: Relevant Evidence | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Fastest Man Alive” * **Shared Read:** “Moving America Forward” * **Leveled Reader Main Selection:** Wheels to Wings * **Leveled Reader Paired Selection:** “Keeping History Alive” * **Writing:** Conjunctions | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer and model how to demonstrate cause and effect and provide word banks. * 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. * Provide the Take Notes found in the Writer’s Notebook>Teacher Resources>Unit 3 for students to take notes about a text with a partner. 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 | | Digital Tool: Inquiry Space Performance Task: Investigate: Floods  Wonders Connect to Content: Social Studies. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Eyes in the Sky” (T) Product: Genre Writing * “The Perfect Predator” (T) Product: Life Cycle * “The Caddo” (T) Product: Newspaper Article | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition  Vocabulary  Fluency | | Wonders 2023 |
| **Week** | **Skills** | **Vocabulary** | **Fluency** |
| 1 | * Decode words with oo, ew, u\_e, ue, u, ui, ou * Use knowledge of base words to decode words. | Prefixes um-, non-, im-, pre- | Expression and Rate |
| 2 | * Decode words with plural words * Use knowledge of vowel team syllables to decode words. | Prefixes um-, non-, im-, pre- | Expression and Rate |
| 3 | * Decode words with variant vowels * Use knowledge of Greek and Latin roots to decode words. | Sentence Clues | Intonation |
| 4 | * Decode words with homophones * Use knowledge of r-controlled vowels to decode words. | Identify Related Words  Sentence Clues | Accuracy |
| 5 | * Decode words with soft c and g * Use knowledge of -er and -est to decode words. | Metaphor | Imagery |

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

| **PACING** | | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Plot: Character Development * Theme * Character Perspective * Text Structure: Free Verse, Haiku * Text Structure: Compare and Contrast * Text Features: Maps, Captions * Figurative Language * Comparative Reading   **Language**   * Principal Modals and Mood * Contractions with *Not* * Helping Verbs with Perfect and Progressive Tenses * Complex Sentences * Irregular Verbs   **Writing**   * Expository Writing Prompt   **Speaking and Listening**   * Report on a topic or text * Tell a story * Use relevant facts, details * Speak clearly and at an understandable pace. | By the end of the unit students will be able to…  Inform and/or explain a topic using one or more sources. Students will use text structures such as chronology, comparison, cause and effect, or pictures to contribute to the explanation and/or information.  **Language Functions & Features:**   * Verbs to describe : have, be, belong to, are, comparing, contrasting, * Transitional and linking words and phrases: as a result, therefore, these are some of the ways, consequently, so that, due to, accordingly, since * Nouns: disability, expository, technology, | INFORM  EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How can you use what you know to help others? | | |
| Vocabulary | | achievement  apologized  attention | audience  confidence  embarrassed | realized  talents |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Dancing *La Raspa*” | | |
| Shared Read | | “The Impossible Pet Show”  Genre: Realistic Fiction Lexile: 600L | | |
| Anchor Text | | *The Talented Clementine*  Genre: Realistic Fiction Lexile: 660L | | |
| Paired Reading | | “Clementine and the Family Meeting”  Genre: Realistic Fiction Lexile: 630L | | |
| Writing | | Write to Sources: Expository Writing  Mini Lesson: Central Idea | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Summer Festival” * **Shared Read:** “The Impossible Pet Show” * **Leveled Reader Main Selection:** Every Picture Tells a Story * **Leveled Reader Paired Selection:** “Hidden Treasure” * **Writing:** Verb Tenses | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do animals adapt to challenges in their habitat? | | |
| Vocabulary | | alert  competition  environment | excellent  prefer  protection | related  shelter |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “African Lions” | | |
| Shared Read | | “Gray Wolf! Red Fox!”  Genre: Expository Text Lexile: 750L | | |
| Anchor Text | | *Amazing Wildlife of the Mojave*  Genre: Expository Text Lexile: 720L | | |
| Paired Reading | | “Little Half Chick”  Genre: Fable Lexile: 690L | | |
| Writing | | Write to Sources: Expository Writing  Plan: Organize Ideas  Draft: Strong Introduction  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Deep in the Ocean” * **Shared Read:** “Gray Wolf! Red Fox!” * **Leveled Reader Main Selection:** Life in a Tide Pool * **Leveled Reader Paired Selection:** “Bluebird and Coyote” * **Writing:** Signal Words (Compare and Contrast) | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How can others inspire us? | | |
| Vocabulary | | adventurous  courageous | extremely | weird |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “My Grandpa” | | |
| Shared Read | | “Ginger’s Fingers,” “The Giant,” “Captain’s Log,” “Moon,” “Whale”  Genre: Narrative Poetry, Free-Verse Poetry, and Haiku Lexile: NP (non-prose) | | |
| Anchor Text | | “The Winningest Woman of the Iditarod Dog Sled Race” and “The Brave Ones”  Genre: Narrative and Free-Verse Poetry Lexile: NP (non-prose) | | |
| Paired Reading | | “Narcissa”  Genre: Poetry Lexile: NP (non-prose) | | |
| Writing | | Write to Sources: Expository Writing  Mini Lesson: Relevant Evidence | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “We Heart Emojis” * **Shared Read:** “Ginger’s Fingers,” “The Giant” and “Captain's Log” * **Leveled Reader Main Selection:** A speech to Remember * **Leveled Reader Paired Selection:** “Let the Lion Roar” * **Writing:** Vary Sentence Length | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer and model how to demonstrate compare and contrast and provide word banks. * 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. * Provide the Glossary and My Writing Outline in the Writer’s Notebook >Teacher Resources>Unit 4 to scaffold the opinion essay. 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. * Provide the Take Notes found in the Writer’s Notebook>Teacher Resources>Unit 3 for students to take notes about a text with a partner. * 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)   * “Clara Barton” (T) Product: Blog * “Creatures of the Deep” (T) Product: Collage * “An Inspirational Poet” (T) Product: Poem | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition  Vocabulary  Fluency | | Wonders 2023 |
| **Week** | **Skills** | **Vocabulary** | **Fluency** |
| 1 | * Decode compound words * Use knowledge of consonant + le syllables to decode words. | Prefixes and Suffixes | Intonation |
| 2 | * Decode words with inflectional endings * Use knowledge of suffixes -ful, -less, and -able to decode words. | Prefixes and Suffixes | Phrasing |
| 3 | * Decode words with closed syllables * Use knowledge of base words in related words to decode words. | Base Words | Phrasing and Rate |
| 4 | * Decode words with inflectional endings y to i * Use knowledge of suffixes -ful, -ness, and -less to decode words. | Base Words | Phrasing and Rate |
| 5 | * Decode words with open syllables * Use knowledge of prefixes and suffixes to decode words. | Homophones | Accuracy and Rate |

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

| **PACING** | | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Theme * Character Perspective * Text Structure: Cause and Effect * Text Features: Captions, Timelines, Headings, Sidebars, Maps * Author’s Purpose * Author’s Claim * Comparative Reading   **Language**   * Singular and Plural Pronouns * Subject and Object Pronouns * Pronoun-Verb Agreement * Possessive Pronouns * Pronoun-Verb Contractions   **Writing**   * Opinion Writing Prompt   **Speaking and Listening**   * Report on a topic or text * Recount an experience * Retell a story * Use appropriate facts, details, reasons * Speak clearly | By the end of the unit students will be able to…  State an argumentative claim (opinion) supported by facts, reasons, and details from one or more sources using transitions and concluding with a restatement of the argumentative claim.  **Language Functions & Features:**   * Ordinal words: First, second, then, next * Transitional phrases: for this reason, consequently, finally, * Comparing words: instead, bigger/smaller, more/less etc. * Conjunctions: but, then, and, so * Prepositions: before, after, around. * Verbs: agree, disagree, | ARGUE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What do good citizens do? | | |
| Vocabulary | | citizenship  continued  daring | horrified  participate  proposed | unfairness  waver |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Jimmy Carter: A Good Citizen” | | |
| Shared Read | | “Dolores Huerta: Growing Up Strong”  Genre: Biography Lexile: 670L | | |
| Anchor Text | | *Elizabeth Stanton Leads the Way: Elizabeth Cady Stanton and the Right to Vote*  Genre: Biography Lexile: 700L | | |
| Paired Reading | | “Susan B Anthony Takes Action!”  Genre: Biography Lexile: 730L | | |
| Writing | | Write to Sources: Opinion Writing  Mini Lesson: Opinion | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Hank Aaron” * **Shared Read:** “Irma Rangel, Texas Lawmaker” * **Leveled Reader Main Selection:** Eunice Kennedy Shriver * **Leveled Reader Paired Selection:** “The Lifesaver” * **Writing:** Using Pronouns | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do we get what we need? | | |
| Vocabulary | | admit  barter  considered | creation  humble  magnificent | payment  reluctantly |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Wei and the Golden Goose” | | |
| Shared Read | | “Juanita and the Beanstalk”  Genre: Fairy Tale Lexile: 610L | | |
| Anchor Text | | *Clever Jack Takes the Cake*  Genre: Fairy Tale Lexile: 600L | | |
| Paired Reading | | “Money: Then and Now:  Genre: Expository Text Lexile: 680L | | |
| Writing | | Write to Sources: Opinion Writing  Plan: Organize Ideas  Draft: Elaborative Techniques  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Rumplestiltskin” * **Shared Read: “**Juanita and the Beanstalk” * **Leveled Reader Main Selection:** The Chickpea Boy * **Leveled Reader Paired Selection:** “Forgotten Gold” * **Writing:** Homophones | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What are different kinds of energy? | | |
| Vocabulary | | energy  natural  pollution | produce  renewable  replace | sources  traditional |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Using Power” | | |
| Shared Read | | “Here Comes Solar Power”  Genre: Argumentative Text Lexile: 800L | | |
| Anchor Text | | “It’s All in the Wind”  Genre: Argumentative Text Lexile: 750L | | |
| Paired Reading | | “Power for All”  Genre: Expository Text Lexile: 780L | | |
| Writing | | Write to Sources: Opinion Writing  Mini Lesson: Transitional Strategies | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Geothermal Energy” * **Shared Read:** “Here Comes Solar Power” * **Leveled Reader Main Selection:** The Fuel of the Future * **Leveled Reader Paired Selection:** “Saving Energy” * **Writing:** Supporting an Opinion | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer and model how to demonstrate claim, evidence, reasoning and provide word banks. * 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. * Provide the My Writing Outline in the Writer’s Notebook >Teacher Resources>Unit 5 to scaffold the opinion essay. Newcomers might only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English. * Provide the Take Notes found in the Writer’s Notebook>Teacher Resources>Unit 5 for students to take notes about a text with a partner. * 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 | | Digital Tool: Inquiry Space Performance Task: Take a Stand: Overfishing  Wonders Connect to Content: Social Studies. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “The Generous Grower” (T) Product: Poster * “Strictly Business” (T) Product: Business Plan * “Can You Hear Me?” (T) Product: Chart | | |

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

| **PACING** | **STANDARDS AND SKILLS** | | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- | --- |
| Dates specific to district calendar | Phonics and Word Recognition  Vocabulary  Fluency | | Wonders 2023 |
| **Week** | **Skills** | **Vocabulary** | **Fluency** |
| 1 | * Decode words with prefixes * Use knowledge of Greek and Latin roots to decode words. | Greek and Latin Roots | Expression and Rate |
| 2 | * Decode words with consonant + le * Use knowledge of Latin suffixes to decode words. | Greek and Latin Roots | Phrasing |
| 3 | * Decode words with vowel-team syllables * Use knowledge of base words to decode words. | Base Words | Accuracy |
| 4 | * Decode words with r-controlled vowel syllables * Use knowledge of Latin Suffixes to decode words. | Base Words | Phrasing |
| 5 | * Decode words with -ful, -less, and -ly * Use knowledge of frequently misspelled words to decode words. | Idioms | Phrasing and Expression |

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

| **PACING** | | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Plot: Character Development * Theme * Elements of a Play * Text Features: Key Words, Photographs * Central Idea and Relevant Details * Figurative Language * Imagery * Comparative Reading   **Language**   * Adjectives and Articles * Adjectives That Compare * Adverbs * Adverbs That Compare * Prepositions and Prepositional Phrases   **Writing**   * Expository Writing Prompt   **Speaking and Listening** | By the end of the unit students will be able to:  Inform and/or explain a topic using one or more sources. Students will use text structures such as comparison, cause and effect, and relevant details to contribute to the explanation and/or information.  **Language Functions & Features:**   * Verbs: have, be, belong to, are, comparing, contrasting, improve * Transitional and linking words and phrases: but, therefore, these are some of the ways, consequently, so that, due to, accordingly, since * Nouns: activity, health, | INFORM  EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | Why are goals important? | | |
| Vocabulary | | communicated  essential  goal | motivated  professional  research | serious  specialist |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Mae Jemison, Astronaut” | | |
| Shared Read | | “Rocketing into Space”  Genre: Biography Lexile: 790L | | |
| Anchor Text | | *Looking Up to Ellen Ochoa*  Genre: Biography Lexile: 860L | | |
| Paired Reading | | “A Flight to Lunar City”  Genre: Fantasy Lexile: 600L | | |
| Writing | | Write to Sources: Expository Writing  Mini Lesson: Academic Language | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Dr Patricia Era Bath” * **Shared Read:** “Rocketing into Space” * **Leveled Reader Main Selection:** Reach for the Stars * **Leveled Reader Paired Selection:** “Melina Shows her Mettle” * **Writing: Signal Words** (Cause and Effect) | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do you decide what is important? | | |
| Vocabulary | | alarmed  anguish  necessary | obsessed  possess  reward | treasure  wealth |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Pandora Finds a Box” | | |
| Shared Read | | “Athena and Arachne”  Genre: Drama/Myth Lexile: NP (non-prose) | | |
| Anchor Text | | *King Midas and the Golden Touch*  Genre: Drama/Myth Lexile: NP (non-prose) | | |
| Paired Reading | | “Carlos’s Gift”  Genre: Realistic Fiction Lexile: 640L | | |
| Writing | | Write to Sources: Expository Writing  Plan: Organize Ideas  Draft: Reference Sources  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Pygmalion” * **Shared Read:** “Athena and Arachne” * **Leveled Reader Main Selection:** Midas and the Donkey Ears * **Leveled Reader Paired Selection:** “Its Party Time!” * **Writing:** Supporting an Opinion | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What makes you laugh? | | |
| Vocabulary | | entertainment  humorous | ridiculous | slithered |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Show and Tell” | | |
| Shared Read | | “The Camping Trip” and “Bubble Gum”  Genre: Narrative Poetry Lexile: NP (non-prose) | | |
| Anchor Text | | “Ollie’s Escape”  Genre: Narrative Poetry Lexile: NP (non-prose) | | |
| Paired Reading | | “The Gentleman Bookworm”  Genre: Narrative Poetry Lexile: NP (non-prose) | | |
| Writing | | Write to Sources: Expository Writing  Mini Lesson: Relevant Evidence | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Too Funny” * **Shared Read:** “The Camping Trip and “Bubble Gum” * **Leveled Reader Main Selection:** Funny Faces * **Leveled Reader Paired Selection:** “My Cheeky Puppy * **Writing:** Supporting an Opinion | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer and model how to demonstrate claim, evidence, reasoning and provide word banks. * 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 expository essay. * Provide the Glossary & My Writing Outline in the Writer’s Notebook >Teacher Resources>Unit 6 to scaffold the expository essay. Newcomers might only be able to complete the outline and/or a paragraph with word banks using a mix of their home language and English. * Provide the Take Notes found in the Writer’s Notebook>Teacher Resources>Unit 6 for students to take notes about a text with a partner. * 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)   * “Mission: Juno” (T) Product: Timeline * “Snow Leopards” (T) Product: Bar Graph * “The Best Medicine” (T) Product: Tall Tale | | |