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

| **PACING** | **STANDARDS AND SKILLS** | **INSTRUCTIONAL MATERIALS** |
| --- | --- | --- |
| Dates specific to district calendar | Phonics and Word RecognitionVocabularyFluency | 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 WordsReview 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 | admiresclassmatecommunity | contributepracticingpronounce | scaredtumbled |
| **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 NarrativePlan: Sequence of EventsDraft: 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 | celebratecouragedisappointment | preciousprideremind | symbolstradition |
| **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 NarrativeRevise: Sentence FluencyPeer ConferencingEdit and ProofreadPublish, 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 | carvedcluesgrand | landmarkmassivemonument | nationaltraces |
| **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 EssayPlan: Identify Relevant InformationDraft: 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: FrogsWonders 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 RecognitionVocabularyFluency | 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 WordsReview 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 | announcedcandidatesconvince | decisionselectestimate | governmentindependent |
| **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 StoryPlan: Sequence of EventsDraft: 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 | arrivedimmigratedinspected | momentopportunityphotographs | valuablewhispered |
| **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 StoryRevise: Strong ConclusionPeer ConferencesEdit and ProofreadPublish, 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 | bounceimagine | 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 | PoetryPlan: IdeasDraft: 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 RecognitionVocabularyFluency | 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 | amountastronomyglobe | solar systemsupportsurface | temperaturewarmth |
| **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 WritingMini 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 | disbeliefdismayfabulous | featuresofferedsplendid | uniquewatchful |
| **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 WritingRevise: Strong ConclusionPlan: Organize IdeasDraft: IntroductionsRevise: 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 | agreeableappreciateboomed | descendantspopulationresources | transportationvehicles |
| **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 WritingMini 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: FloodsWonders 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 RecognitionVocabularyFluency | 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 WordsSentence 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,
 | INFORMEXPLAIN |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | How can you use what you know to help others? |
| Vocabulary | achievementapologizedattention | audienceconfidenceembarrassed | realizedtalents |
| **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 WritingMini 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 | alertcompetitionenvironment | excellentpreferprotection | relatedshelter |
| **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 WritingPlan: Organize IdeasDraft: Strong IntroductionRevise: 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 | adventurouscourageous | 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 WritingMini 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 RecognitionVocabularyFluency | 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 | citizenshipcontinueddaring | horrifiedparticipateproposed | unfairnesswaver |
| **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 WritingMini 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 | admitbarterconsidered | creationhumblemagnificent | paymentreluctantly |
| **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 WritingPlan: Organize IdeasDraft: Elaborative TechniquesRevise: 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 | energynaturalpollution | producerenewablereplace | sourcestraditional |
| **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 WritingMini 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: OverfishingWonders 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 RecognitionVocabularyFluency | 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,
 | INFORMEXPLAIN |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | Why are goals important? |
| Vocabulary | communicatedessentialgoal | motivatedprofessionalresearch | seriousspecialist |
| **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 WritingMini 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 | alarmedanguishnecessary | obsessedpossessreward | treasurewealth |
| **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 WritingPlan: Organize IdeasDraft: Reference SourcesRevise: 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 | entertainmenthumorous | 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 WritingMini 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
 |