Wonders 2023

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| **3rd Grade** | | **YEAR AT A GLANCE** | | | | |
|  | **Unit 1** | **Unit 2** | **Unit 3** | **Unit 4** | **Unit 5** | **Unit 6** |
| Suggested Pacing | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar | Dates specific to district calendar |
| Phonics/Word Analysis | Short Vowels, Word Families, Inflectional Endings, Final e, Long Vowels, Plurals -s and -es, Compound Words | Long Vowels, Plural Words with y to i, Inflectional Endings, Words with Silent Letters, Possessives, Three-Letter Blends, Closed/Open Syllables, Digraphs | r-Controlled Vowels, Contractions, Prefixes, Suffixes, Final-e Syllable Diphthongs | Variant Vowels, Base Words, Plural Words, Syllable Types, Greek and Latin Roots, Homophones, Soft c and g, Words with -er, -est | Compound Words, Inflectional Endings, Prefixes, Suffixes, Syllable Types, Base Words | Prefixes, Suffixes, Greek and Latin Roots, Syllable Types,Latin Suffixes, Base Words |
| Language Comprehension | Although standard(s) might be targeted for mastery in the scope and sequence, additional comprehension standards are embedded while teaching close reading within Wonders. Scaffolding text with repeated reading and discussion is vital in order for students to comprehend text. The reading standards are like a path that guides students through multiple encounters with text.  • Reading Standards 1-3 take the student through “what does the text say?”  • Reading Standards 4-6 guide the student through “how does the text work?”  • Reading Standards 7-9 take the student through “what does the text mean?” (Fisher, Frey 2014) | | | | | |
| Writing Focus | Narrative | Narrative | Opinion | Informative  Explanatory | Opinion | Informative  Explanatory |
| Key Language Use | Narrate | Narrate | Argue | Inform/Explain | Argue | Inform/Explain |