| **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 i * Use knowledge of inflectional endings to decode words. | Multiple-Meaning Words | Intonation |
| 2 | * Decode words with long a * Use knowledge of inflectional endings to decode words. | Multiple-Meaning Words | Expression and Rate |
| 3 | * Decode words with long e * Use knowledge of plurals to decode words. | Idioms | Accuracy |
| 4 | * Decode words with long i * Use knowledge of inflectional endings to decode words. | Idioms | Phrasing and Rate |
| 5 | * Decode words with long o * Use knowledge of compound words to decode words. | Suffixes | Phrasing and Rate |

| **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 * Plot: Conflict * Text Features: Diagrams, Headings, Graphs * Text Structure: Sequence * Central Idea and Relevant Details * Author’s Claim * Author’s Perspective * Comparative Reading   **Language**   * Sentences * Subjects and Predicates * Compound Sentences * Clauses and Complex Sentences * Run-On Sentences   **Writing**   * Argumentative Writing Prompt   **Speaking and Listening**   * Report on a topic or text * Use appropriate facts and details * Speak clearly * Understandable pace | By the end of the unit students will be able to:  Argue a claim supporting a perspective using logical reasons, and relevant evidence from multiple sources.    **Language Functions & Features**   * Nouns and verbs to add a description and/or introduce a topic (flood, damage, zone, evacuate, find, decide, leave) * Phrases to emphasize an author's perspective (according to, the author talks about) * Prepositions to sequence points (after, however) * Conjunctions to connect ideas (so, but, however) * Cause and effect phrases and questions words to support claims with evidence (how, when, why, If… then…, When… then… because…) | ARGUE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do people respond to natural disasters? | | |
| Vocabulary | | alter  collapse  crisis | destruction  hazard  severe | substantial  unpredictable |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Avalanche” | | |
| Shared Read | | “A World of Change”  Genre: Expository Text Lexile: 790L | | |
| Anchor Text | | *Earthquakes*  Genre: Expository Text Lexile: 870L | | |
| Paired Reading | | “Weathering the Storm”  Genre: Personal Narrative Lexile: 810L | | |
| Writing | | Write to Sources: Argumentative Essay  Minilesson: Make a Claim | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Helping Hurricane Victims” * **Shared Read:** “A World of Change” * **Leveled Reader Main Selection:** Changing Landscapes (Lexile: 540L) * **Leveled Reader Paired Selection:** “Students Save Wetlands” * **Writing:** Topic Sentence | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do your actions affect others? | | |
| Vocabulary | | accountable  advise  desperately | hesitated  humiliated  inspiration | self-esteem  uncomfortably |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Say Something!” | | |
| Shared Read | | “The Talent Show”  Genre: Realistic Fiction Lexile: 620L | | |
| Anchor Text | | *Experts, Incorporated*  Genre: Realistic Fiction Lexile: 730L | | |
| Paired Reading | | “Speaking Out to Stop Bullying”  Genre: Expository Text Lexile: 800L | | |
| Writing | | Write to Sources: Argumentative Essay  Plan: Organize Ideas  Draft: Relevant Evidence  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “An Unwanted Camping Trip” * **Shared Read:** “The Talent Show” * **Leveled Reader Main Selection:** The Dream Team (Lexile 470L) * **Leveled Reader Paired Selection:** “Making a Difference” * **Writing:** Text Evidence | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How can starting a business help others? | | |
| Vocabulary | | compassionate  enterprise  exceptional | funds  innovative  process | routine  undertaking |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Kids Can Help” | | |
| Shared Read | | “Dollars and Sense”  Genre: Argumentative Text Lexile: 800L | | |
| Anchor Text | | *Kids in Business*  Genre: Argumentative Text Lexile: 790L | | |
| Paired Reading | | “Starting a Successful Business”  Genre: Procedural Text Lexile: 770L | | |
| Writing | | Write to Sources: Argumentative Essay  Minilesson: Elaboration | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Inventing for a Better Tomorrow” * **Shared Read:** “Dollars and Sense” * **Leveled Reader Main Selection:** Start Small, Think Big (Lexile: 590L) * **Leveled Reader Paired Selection:** “Spending and Saving” * **Writing:** Concluding Statement | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer and model how to identify a claim and relevant details/evidence. * 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 argumentative 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: Take A Stand: The Environment  Wonders Connect to Content: Social Studies. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Masters of Disasters” (T) Product: Pamphlet * “Friends Forever” (T) Product: Formal Letter * “Helping Others Is Good Business” (T) Product: Biographical Report | | |

| **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 prefixes * Use knowledge of inflectional endings to decode words. | Prefixes | Expression |
| 2 | * Decode words with digraphs * Use knowledge of possessives to decode words. | Prefixes | Intonation |
| 3 | * Decode words with three-letter blends * Use knowledge of the endings -er and -est to decode words. | Antonyms | Accuracy |
| 4 | * Decode words with r-controlled vowels * Use knowledge of the suffixes -ful and -less to decode words. | Antonyms | Rate |
| 5 | * Decode words with suffixes * Use knowledge of contractions to decode words. | Similes and Metaphors | Expression and Phrasing |

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

| **PACING** | | **STANDARDS AND SKILLS** | **END OF UNIT COMPETENCY** | **KEY LANGUAGE USES** |
| --- | --- | --- | --- | --- |
| Dates specific to district calendar | | **Reading Literature/Reading Information**   * Character Development * Elements of a Play * Theme * Poetic Elements: Imagery and Assonance * Text Features: Photographs, Captions, and Headings * Central Idea and Relevant Details * Figurative Language: Hyperbole * Comparative Reading   **Language**   * Common and Proper Nouns * Singular and Plural Nouns * Irregular Plural Nouns * Possessive Nouns * Combining Sentences   **Writing**   * Expository Writing Prompt   **Speaking and Listening**   * Report on a topic or text * Use appropriate facts and details * Speak clearly * Understandable pace | By the end of the unit, students will be able to:    Inform/explain a topic using relevant details including captions, pictures, or headings contribute to understanding the topic.  **Language Functions and Features**   * Nouns to introduce or describe a topic (species, ecosystem, environment, loosestrife, aquatic, information, carp, coral, reef, bees, everglade) * Expanded adjectives to add details to a concept and to classify information (invasive, relevant, nonindigenous) * Phrases to compare/contrast (like, unlike, fewer/more, however, likewise) * Devices to report on a topic or text (said, reported, claims) * Conjunctions to link ideas or provide emphasis (but, so, consequently) | INFORM  EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What helps an animal survive? | | |
| Vocabulary | | camouflaged  dribbles  extraordinary | poisonous  pounce  predator | prey  vibrations |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Adaptations at Work” | | |
| Shared Read | | “Animal Adaptations”  Genre: Expository Text Lexile: 850L | | |
| Anchor Text | | *Spiders*  Genre: Expository Text Lexile: 820L | | |
| Paired Reading | | “Anansi and the Birds”  Genre: Trickster Tale Lexile: 740L | | |
| Writing | | Write to Sources: Expository Essay  Mini lesson: Central Idea | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Squid: The Ocean’s Escape Artists” * **Shared Read:** “Animal Adaptations” * **Leveled Reader Main Selection:** Extreme Animals (Lexile: 550L) * **Leveled Reader Paired Selection:** “Hare and the Water” * **Writing:** Complete Sentences | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do animal characters change familiar stories? | | |
| Vocabulary | | annoyed  attitude  commotion | cranky  familiar  frustrated | selfish  specialty |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “A Grasshopper’s Sad Tale” | | |
| Shared Read | | “The Ant and the Grasshopper”  Genre: Drama Lexile: NP | | |
| Anchor Text | | *Ranita, The Frog Princess*  Genre: Drama Lexile: NP | | |
| Paired Reading | | “Pecos Bill and the Bear Lake Monster:  Genre: Tall Tale Lexile: 890L | | |
| Writing | | Write to Sources: Expository Essay  Plan: Organize Ideas  Draft: Transitional Strategies  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “A Day in the Forest” * **Shared Read:** “The Ant and the Grasshopper” * **Leveled Reader Main Selection:** Saving the Green Bird (Lexile: NP) * **Leveled Reader Paired Selection:** “The Missing Pie Mystery” * **Writing:** Pronoun-Verb Agreement | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How are writers inspired by animals? | | |
| Vocabulary | | brittle  creative | descriptive | outstretched |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Animal Haiku: Cricket, Lizard, Firefly, Ants Snail” | | |
| Shared Read | | “Dog,” “The Eagle,” “Chimpanzee,” “Rat”  Genre: Lyric Poetry and Haiku Lexile: NP | | |
| Anchor Text | | “The Sandpiper,” “Bat,” “The Grasshopper Springs,” “Fireflies at Dusk”  Genre: Lyric Poetry and Haiku Lexile: NP | | |
| Paired Reading | | “Fog,” “White Cat Winter”  Genre: Poetry Lexile: NP | | |
| Writing | | Write to Sources: Expository Essay  Mini lesson: Strong Conclusion | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Horse,” “Pig,” “Goat,” “Rooster” * **Shared Read:** “Dog,” “The Eagle,” “Chimpanzee,” “Rat” * **Leveled Reader Main Selection:** Putting on an Act (Lexile: 440L) * **Leveled Reader Paired Selection:** “Broken Wing,” “Rat,” “Seal” * **Writing:** Basic Conventions | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to select a central idea for a topic and find relevant and supporting details. * 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 expository essay. * Provide the Glossary & My Writing Outline in the Writer’s Notebook >Teacher Resources>Unit 2 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 2 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. | | |
| Extensions | | Digital Tool: Inquiry Space Performance Task: Investigate: Sharks  Wonders Connect to Content: Science. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Hidden In Plain Sight” (T) Product: Report with Life-Cycle Diagram * “Cast of Animals” (T) Product: Food Web * “Inspiring Animals” (T) Product: Bibliography | | |

| **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 er, ir, ur * Use knowledge of open and closed syllables to decode words. | Context Clues | Expression |
| 2 | * Decode words with silent letters * Use knowledge of open and closed syllables to decode words. | Context Clues | Expression |
| 3 | * Decode words with soft c and g * Use knowledge of the final e syllables to decode words. | Synonyms and Antonyms | Accuracy |
| 4 | * Decode plural nouns * Use suffixes -ment, -ness, -age, -ance, -ence to decode words | Synonyms and Antonyms | Expression |
| 5 | * Decode compound words * Use knowledge of base words and related words to decode words. | Greek Roots | Automaticity |

| **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**   * Plot: Flashback * Point of View and Perspective * Text Features: Maps and Headings, Timeline * Text Structure: Problem and Solution * Author’s Purpose * Author’s Perspective * Author’s Claim * Comparative Reading   **Language**   * Verb Tenses * Subject-Verb Agreement * Main and Helping Verbs * Linking Verbs * Irregular Verbs   **Writing**   * Argumentative Writing Prompt   **Speaking and Listening**   * Report on a topic or text * Use appropriate facts and details * Speak clearly * Understandable pace | By the end of the unit students will be able to:    Argue a claim supporting a perspective using logical reasons, explanations of problem(s) and solution(s), and relevant evidence from multiple sources.  **Language Functions and Features:**   * Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (civil rights, pioneers) * Connectors to sequence points in the argument (First, to start with, sums up, soon), elaborate an idea/interpretation (or, another way/idea), or connect claim/opinion with evidence and reasoning (because, as a result, when, if, although, but) * That-clauses to link claim with evidence (this example proves, showing that) * First person (personal) or third person (neutral) to present point of view (The book tells us that even through difficult times, we can still stick to our culture.) * Declarative statements to frame topic, provide background information, and state opinion (The Proudest Blue provides a great example of being proud of your heritage) * Summary statement to reiterate opinion or encourage a response (As you can see, in conclusion, most of all) | ARGUE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | In what ways can you help your community? | | |
| Vocabulary | | assigned  generosity  gingerly | mature  organizations  residents | scattered  selective |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Books” | | |
| Shared Read | | “Remembering Hurricane Katrina”  Genre: Realistic Fiction Lexile: 800L | | |
| Anchor Text | | *Aguinaldo*  Genre: Realistic Fiction Lexile: 650L | | |
| Paired Reading | | “Partaking in Public Service”  Genre: Expository Text Lexile: 770L | | |
| Writing | | Write to Sources: Argumentative Essay  Minilesson: Logical Progression | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Beachcombers” * **Shared Read:** “Remembering Hurricane Katrina” * **Leveled Reader Main Selection:** Playground Buddy (Lexile: 510L) * **Leveled Reader Paired Selection:** “Making a Difference” * **Writing:** Combining Sentences | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How can one person make a difference? | | |
| Vocabulary | | boycott  encouragement  fulfill | injustice  mistreated  protest | qualified  registered |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Nelson Mandela: Working for Freedom” | | |
| Shared Read | | “Judy’s Appalachia”  Genre: Expository Lexile: 830L | | |
| Anchor Text | | *Delivering Justice: W.W. Law and the Fight for Civil Rights*  Genre: Biography Lexile: 830L | | |
| Paired Reading | | “Keeping Freedom in the Family: Coming of Age in the Civil Rights Movement”  Genre: Autobiography Lexile: 940L | | |
| Writing | | Write to Sources: Argumentative Essay  Plan: Organize Ideas  Draft: Sentence Fluency  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Edward Verne Roberts: Trail Blazer” * **Shared Read:** “Judy’s Appalachia” * **Leveled Reader Main Selection:** Jacob Riis: Champion of the Poor (Lexile: 610L) * **Leveled Reader Paired Selection:** “The Fight for Equality” * **Writing:** Conjunctions | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | In what ways can advances in science be helpful or harmful? | | |
| Vocabulary | | advancements  agriculture  characteristics | concerns  disagreed  inherit | prevalent  resistance |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “All About Organic” | | |
| Shared Read | | “Food Fight:  Genre: Argumentative Text | | |
| Anchor Text | | *A New Kind of Com*  Genre: Argumentative Text Lexile: 910L | | |
| Paired Reading | | “The Pick of the Patch”  Genre: Sequence Text Lexile: 920L | | |
| Writing | | Write to Sources: Argumentative Essay  Minilesson: Transitional Strategies | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “New Tools for Farming” * **Shared Read:** “Food Fight” * **Leveled Reader Main Selection:** The Battle Against Pests (Lexile: 660L) * **Leveled Reader Paired Selection:** “Making an Organic Garden” * **Writing:**  Transitions | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer and model how to identify a claim and relevant details/evidence. * 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 reproduce their own argumentative 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: Social Studies. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Let’s Pitch In!” (T) Product: Public Service Announcement * “The Power Is Yours” (T) Product: Book Cover * “Fertilizers: The Good and the Bad” (T) Product: Slideshow | | |

| **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 inflectional endings * Use knowledge of vowel team syllables to decode words. | Latin Roots | Phrasing and Rate |
| 2 | * Decode words with inflectional endings: changing y to i * Use knowledge of open and closed syllables to decode words. | Latin Roots | Phrasing and Expression |
| 3 | * Decode words with /u/ * Use knowledge of the consonant + le syllables to decode words. | Context Clues | Expression |
| 4 | * Decode words with diphthongs /oi/ and /ou/ * Use knowledge of Greek and Latin Roots to decode words. | Context Clues | Automaticity |
| 5 | * Decode words with variant vowels * Use knowledge of frequently confused words to decode words. | Connotation and Denotation | Expression and Rate |

| **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: Setting * Theme * Point of View and Perspective * Poetry: Structure * Text Structure: Description * Text Structure: Cause and Effect * Homophones and Homographs * Comparative Reading   **Language**   * Pronouns and Antecedents * Types of Pronouns * Pronoun-Verb Agreement * Possessive Pronouns * Pronouns and Homophones   **Writing**   * Expository Writing Prompt   **Speaking and Listening**   * Report on a topic or text * Use appropriate facts and details * Speak clearly * Understandable pace | By the end of the unit students will be able to:  Inform/explain about a topic using multiple sources and an organization structure with logical progression.    **Language Functions and Features:**   * Introduce and define topic and/or entity for audience: government, politicians, local, commissioners, federal, state, executive, legislative, judicial, bill, representatives, people, cabinet, court, supreme, circuit, county, district * Timeless present verbs to indicate generalizable nature of information (elect, struggle, vote) * Comparing/contrasting connectors to differentiate between entities or components: Despite the fact, according to, for example * Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (Marsupials are mammals that carry their babies in a pouch.) * Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha) | INFORM  EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | Why do we need government? | | |
| Vocabulary | | amendments  commitment  compromise | democracy  eventually  legislation | privilege  version |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Speaking Out Against Child Labor | | |
| Shared Read | | “A World Without Rules”  Genre: Narrative Nonfiction Lexile: 830L | | |
| Anchor Text | | *See How They Run*  Genre: Narrative Nonfiction Lexile: 870L | | |
| Paired Reading | | “The Birth of American Democracy”  Genre: Expository Text with Speech Lexile: 830L | | |
| Writing | | Write to Sources: Expository Essay  Minilesson: Logical Text Structure | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Speak Up! Making a Change in Your Community” * **Shared Read:** “A world Without Rules” * **Leveled Reader Main Selection:** A Day in the Senate (Lexile: 580L) * **Leveled Reader Paired Selection:** “A New President Takes Office” * **Writing:** Supporting Details | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do inventions and technology affect your life? | | |
| Vocabulary | | decade  directing  engineering | gleaming  scouted  squirmed | technology  tinkering |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Good-bye Icebox!” | | |
| Shared Read | | “A Telephone Mix-Up”  Genre: Historical Fiction Lexile: 950L | | |
| Anchor Text | | *The Moon Over Star*  Genre: Historical Fiction Lexile: 860L | | |
| Paired Reading | | “Star Parties”  Genre: Expository Text Lexile:800L | | |
| Writing | | Write to Sources: Expository Essay  Plan: Organize Ideas  Draft: Elaboration  Revise: Peer Conferences | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Stella and the Typewriter” * **Shared Read:** “A Telephone Mix-Up” * **Leveled Reader Main Selection:** Ron’s Radio (Lexile: 680L) * **Leveled Reader Paired Selection:** “Roosevelt’s Fireside Chats” * **Writing:** Possessive Nouns | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do writers look at success in different ways? | | |
| Vocabulary | | attain  dangling | hovering | triumph |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Sam’s Box” | | |
| Shared Read | | “Sing to Me,” “The Climb”  Genre: Narrative Poetry Lexile: NP | | |
| Anchor Text | | “Swimming to the Rock,” “The Moondust Footprint”  Genre: Narrative Poetry Lexile: NP | | |
| Paired Reading | | “Genius,” “Winner”  Genre: Narrative Poetry Lexile: NP | | |
| Writing | | Write to Sources: Expository Essay  Minilesson: Central Idea | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Summer Camp” * **Shared Read:** “Sing to Me,” “The Climb” * **Leveled Reader Main Selection:** Try, Try Again (Lexile: 500L) * **Leveled Reader Paired Selection:** “Sunlight Sparkling on Chrome” * **Writing:** Vary Sentence Types and Lengths | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to select a central idea for a topic and find relevant and supporting details. * 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 expository essay. * Provide the Glossary & My Writing Outline in the Writer’s Notebook >Teacher Resources>Unit 4 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 4 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: Social Studies. Reading/Writing Companion pp. 224-229  Research and Inquiry Projects (Teacher or Student Choice)   * “Vote for Me” (T26) Product: Slideshow * “Technology Today” (T104) Product: Chart * “Defining Success” (T186) Product: Interview | | |

| **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 words with closed syllables * Use knowledge of Latin prefixes to decode words. | Antonyms | Expression |
| 2 | * Decode words with open syllables * Use knowledge of irregular plurals to decode words. | Antonyms | Intonation and Phrasing |
| 3 | * Decode words with vowel teams * Use knowledge of Greek and Latin roots to decode words. | Similes and Metaphors | Expression |
| 4 | * Decode words with r-controlled vowel syllables * Identify frequently misspelled words | Similes and Metaphors | Intonation and Phrasing |
| 5 | * Decode words with consonant + le syllables * Use knowledge of Latin suffixes to decode words. | Proverbs and Adages | Rate and Expression |

| **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**   * Plot: Foreshadowing * Plot: Conflict * Figurative Language: Imagery * Text Features: Photographs and Captions * Text Features: Sidebars and Maps * Text Structure: Chronology * Author’s Perspective * Comparative Reading   **Language**   * Articles and Demonstrative Adjectives * Adjectives That Compare * Comparing with *More* and *Most* * Comparing with *Good* and *Bad*   **Writing**   * Narrative Writing Prompt: Personal Narrative   **Speaking and Listening**   * Report on a topic or text * Use appropriate facts and details * Speak clearly * Understandable pace | By the end of the unit students will be able to:  **Narrate using logical sequence of events and sensory details.**  **Language Expectations:**   * Expanded noun groups to add description and detail (about the narration) * Verbs and adverbs to describe character behaviors, thoughts, feelings, and speech (challenging, felt, learned, wondered, believed, especially) * Pronouns to reference characters or ideas across the text (I, me, my) * Develop story with time and event sequences (first, next, then, last) * Literary devices to enrich the narrative, including simile, personification, alliteration, sensory words/phrases, onomatopoeia (eg. a rainbow of colors, Zap!, fluffy ball, paid off, bobbing balloon) * Connectors to sequence time and events (which only, later, while, when) * Statements and questions to foreshadow or state complication (eg. Would her dream ever come true? She knew not to give up.) | NARRATE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What can you discover when you look closely at something? | | |
| Vocabulary | | cling  dissolves  gritty | humid  magnify  microscope | mingle  typical |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Stick Like a Gecko” | | |
| Shared Read | | “Your World Up Close”  Genre: Expository Text Lexile: 860L | | |
| Anchor Text | | *A Drop of Water*  Genre: Expository Text Lexile: 870L | | |
| Paired Reading | | “The Incredible Shrinking Potion”  Genre: Fantasy Lexile: 980L | | |
| Writing | | Personal Narrative  Plan: Choose Your Topic  Plan: Sequence of Events  Draft: Sensory Details | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Through the Lens” * **Shared Read:** “Your World Up Close” * **Leveled Reader Main Selection:** Secrets of the Ice (Lexile: 600L) * **Leveled Reader Paired Selection:** “Super-Vision” * **Writing:** Using Pronouns | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | In what ways do people show they care about each other? | | |
| Vocabulary | | bouquet  emotion  encircle | express  fussy  portraits | sparkle  whirl |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “A Special Birthday Hug” | | |
| Shared Read | | “Sadie’s Game”  Genre: Realistic Fiction Lexile: 850L | | |
| Anchor Text | | *Mama, I’ll Give You the World*  Genre: Realistic Fiction Lexile: 970L | | |
| Paired Reading | | “Miami by Way of Fujian”  Genre: Realistic Fiction Lexile: 770L | | |
| Writing | | Personal Narrative  Revise: Strong Conclusion  Peer Conferences  Edit and Proofread  Publish, Present, and Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Art Show” * **Shared Read:** “Sadie’s Game” * **Leveled Reader Main Selection:** Saving Stolen Treasure (Lexile: 550L) * **Leveled Reader Paired Selection:** “Miguel’s Amazing Shyness Cure” * **Writing:** Strong Verbs | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How can learning about the past help you understand the present? | | |
| Vocabulary | | archaeology  document  era | evidence  expedition  permanent | tremendous  uncover |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Learning About the Past” | | |
| Shared Read | | “The Founding of Jamestown”  Genre: Expository Text Lexile: 930L | | |
| Anchor Text | | *Rediscovering Our Spanish Beginnings*  Genre: Expository Text Lexile: 940L | | |
| Paired Reading | | “History’s Mysteries”  Genre: Informative Article Lexile: 890L | | |
| Writing | | Expository Essay  Plan: Choose Your Topic  Plan: Write an Outline  Draft: Relevant Evidence  Revise: Sentence Fluency | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “Protecting Culture and Traditions” * **Shared Read:** “The Founding of Jamestown” * **Leveled Reader Main Selection:** Treks Through Time (Lexile: 650L) * **Leveled Reader Paired Selection:** “The Ancient One” * **Writing:** Homophones | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to select a central idea for a topic and find relevant and supporting details. * 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 reproduce their own personal narrative. * 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 | | Digital Tool: Inquiry Space Performance Task: Write About: Bullying  Wonders Connect to Content: Science. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “How Old Is Your Water?” (T) Product: Picture Book * “Lending a Helping Hand” (T) Product: Report * “Live and Learn” (T) Product: Slideshow or Poster | | |

| **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 schwa * Use knowledge of number prefixes to decode words. | Latin and Greek Prefixes | Automaticity |
| 2 | * Decode homophones * Use knowledge of Latin suffixes to decode words. | Latin and Greek Prefixes | Intonation |
| 3 | * Decode words with prefixes * Use knowledge of words from mythology to decode words. | Connotation and Denotation | Expression |
| 4 | * Decode words with suffixes * Use the knowledge of Greek and Latin roots to decode words | Connotation and Denotation | Accuracy |
| 5 | * Decode words with prefixes and suffixes * Identify and use words from around the world | Metaphor | Accuracy and Phrasing |

| **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: Conflict * Plot: Setting * Theme * Character Perspective * Text Features: Sidebars, Maps * Central Idea and Relevant Details * Poetic Elements: Imagery and Personification * Comparative Reading   **Language**   * Adverbs * Comparing with Adverbs * Negatives * Prepositions and Prepositional Phrases   **Writing**   * Narrative Writing Prompt: Fictional Narrative   **Speaking and Listening**   * Report on a topic or text * Use appropriate facts and details * Speak clearly * Understandable pace | By the end of the unit students will be able to:  Narrate using a logical sequence of events and effective use of dialogue.    **Language Expectations:**   * Expanded noun groups to state who or what the narrative is about (about the narration) * Verbs to describe character behaviors, thoughts, feelings, and speech (struggled, felt, wondered, believed) * Pronouns to reference characters or ideas (she, her, him, he, them, they) * Develop story with time and event sequences (first, next, then, last) * Connectors to sequence time and events (which only, later, while, when) | NARRATE |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How have our energy resources changed over the years? | | |
| Vocabulary | | coincidence  consequences  consume | converted  efficient  incredible | installed  renewable |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Light Through the Ages” | | |
| Shared Read | | “The Great Energy Debate”  Genre: Narrative Nonfiction Lexile: 910L | | |
| Anchor Text | | *Energy Island*  Genre: Narrative Nonfiction Lexile: 840L | | |
| Paired Reading | | “Of Fire and Water”  Genre: Myths Lexile: 910L | | |
| Writing | | Fictional Narrative  Plan: Choose Your Topic  Plan: Sequence of Events  Draft: Dialogue | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Evolution of Energy” * **Shared Read:** “The Great Energy Debate” * **Leveled Reader Main Selection:** Planet Power (Lexile: 650L) * **Leveled Reader Paired Selection:** “Helios and Phaeton” * **Writing:** Precise Nouns | | | | |

| **Instructional Materials: Wonders Text Set 2** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | How do traditions connect people? | | |
| Vocabulary | | ancestors  despised  endurance | forfeit  honor  intensity | irritating  retreated |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Reading the Sky” | | |
| Shared Read | | “A Surprise Reunion”  Genre: Historical Fiction Lexile: 650L | | |
| Anchor Text | | *The Game of Silence*  Genre: Historical Fiction Lexile: 900L | | |
| Paired Reading | | “Native Americans: Yesterday and Today”  Genre: Expository Text Lexile: 900L | | |
| Writing | | Fictional Narrative  Revise: Description  Peer Conferences  Edit and Proofread  Publish, Present, and Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Language of the Eastern Cherokee” * **Shared Read:** “A Surprise Reunion” * **Leveled Reader Main Selection:** Maple Sugar Moon (Lexile: 550L) * **Leveled Reader Paired Selection:** “Maple Sugar” * **Writing:** Verb Tenses | | | | |

| **Instructional Materials: Wonders Text Set 3** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What shapes a person’s identity? | | |
| Vocabulary | | gobble  individuality | mist | roots |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “Papa’s Pastry Shop,” “One Day” | | |
| Shared Read | | “Climbing Blue Hill,” “My Name is Ivy,” “Collage”  Genre: Free Verse Lexile: NP | | |
| Anchor Text | | “the drum,” “Birdfoot’s Grampa,” “My Chinatown”  Genre: Free Verse Lexile: NP | | |
| Paired Reading | | “Growing Up,” “My People”  Genre: Free Verse Lexile: NP | | |
| Writing | | Free Verse Poetry  Plan: Choose Your Topic  Plan: Metaphor and Simile  Draft: Alliteration  Revise: Precise Words  Peer Conferences  Edit and Proofread  Peer Conferences  Edit and Proofread  Publish, Present, and Evaluate | | |
| **Special Education Connection: Wonderworks** | | | | |
| * **Interactive Read Aloud**: “The Fabric of My Family” * **Shared Read:** “Climbing Blue Hill,” “My Name is Ivy,” “Collage” * **Leveled Reader Main Selection:** Hooked (Lexile: 560L) * **Leveled Reader Paired Selection:** “Let’s Make Music” * **Writing:** Clauses and Complex Sentences | | | | |

| **SCAFFOLDING IN ACTION** | | | | |
| --- | --- | --- | --- | --- |
| Skill Building | | * Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to create details about a topic. * 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. * Support students in creating figurative language and using sensory details. * 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 reproduce their own narrative poem. * 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. | | |
| Extension | | Wonders Connect to Content: Science. Reading/Writing Companion pp.  Research and Inquiry Projects (Teacher or Student Choice)   * “Fueling the Future” (T) Product: Game or Puzzle * “Living Your Past” (T) Product: Comparison Chart * “Becoming Bessie” (T) Product: Podcast | | |