| **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 | altercollapsecrisis | destructionhazardsevere | substantialunpredictable |
| **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 EssayMinilesson: 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 | accountableadvisedesperately | hesitatedhumiliatedinspiration | self-esteemuncomfortably |
| **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 EssayPlan: Organize IdeasDraft: Relevant EvidenceRevise: 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 | compassionateenterpriseexceptional | fundsinnovativeprocess | routineundertaking |
| **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 EssayMinilesson: 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 EnvironmentWonders 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)
 | INFORMEXPLAIN |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | What helps an animal survive? |
| Vocabulary | camouflageddribblesextraordinary | poisonouspouncepredator | preyvibrations |
| **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 EssayMini 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 | annoyedattitudecommotion | crankyfamiliarfrustrated | selfishspecialty |
| **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 EssayPlan: Organize IdeasDraft: Transitional StrategiesRevise: 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 | brittlecreative | 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 EssayMini 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: SharksWonders 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 | assignedgenerositygingerly | matureorganizationsresidents | scatteredselective |
| **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 EssayMinilesson: 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 | boycottencouragementfulfill | injusticemistreatedprotest | qualifiedregistered |
| **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 EssayPlan: Organize IdeasDraft: Sentence FluencyRevise: 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 | advancementsagriculturecharacteristics | concernsdisagreedinherit | prevalentresistance |
| **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 EssayMinilesson: 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)
 | INFORMEXPLAIN |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | Why do we need government? |
| Vocabulary | amendmentscommitmentcompromise | democracyeventuallylegislation | privilegeversion |
| **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 EssayMinilesson: 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 | decadedirectingengineering | gleamingscoutedsquirmed | technologytinkering |
| **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 EssayPlan: Organize IdeasDraft: ElaborationRevise: 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 | attaindangling | 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 EssayMinilesson: 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. 224-229Research 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 | clingdissolvesgritty | humidmagnifymicroscope | mingletypical |
| **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 NarrativePlan: Choose Your TopicPlan: Sequence of EventsDraft: 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 | bouquetemotionencircle | expressfussyportraits | sparklewhirl |
| **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 NarrativeRevise: Strong ConclusionPeer ConferencesEdit and ProofreadPublish, 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 | archaeologydocumentera | evidenceexpeditionpermanent | tremendousuncover |
| **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 EssayPlan: Choose Your TopicPlan: Write an OutlineDraft: Relevant EvidenceRevise: 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: BullyingWonders 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 | coincidenceconsequencesconsume | convertedefficientincredible | installedrenewable |
| **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 NarrativePlan: Choose Your TopicPlan: Sequence of EventsDraft: 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 | ancestorsdespisedendurance | forfeithonorintensity | irritatingretreated |
| **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 NarrativeRevise: DescriptionPeer ConferencesEdit and ProofreadPublish, 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 | gobbleindividuality | 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 PoetryPlan: Choose Your TopicPlan: Metaphor and SimileDraft: AlliterationRevise: Precise WordsPeer ConferencesEdit and ProofreadPeer ConferencesEdit and ProofreadPublish, 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
 |