| **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
 | Homographs | Accuracy and Expression |
| 2 | * Decode words with long vowels

. | Homographs | Intonation |
| 3 | * Decode words with /u/
 | Context Clues: Sentence Clues | Expression and Phrasing |
| 4 | * Decode words with r-controlled vowels
 | Context Clues: Sentence Clues | Rate |
| 5 | * Decode words with r-controlled vowel /ur/
 | Greek and Latin Prefixes | 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: Conflict and Resolution
* Plot: Events
* Text Structure: Cause and Effect
* Text Features: Headings and Graphs
* Author’s Purpose
* Author’s Claim
* Primary and Secondary Sources
* Comparative Reading

**Language*** Compound Sentences
* Complex Sentences
* Run-On Sentences and Fragments

**Writing*** Argumentative Writing Prompt

**Speaking and Listening*** Report on a topic or text or present an opinion
* Sequence ideas
* Speak clearly
* Understandable pace
 | By the end of the unit students will be able to:State an argument (claim) supporting a perspective using logical reasons, and relevant evidence from multiple sources.**Language Functions and Features:** * Declarative statements to frame a topic, provide background information or state a claim (according to, the author talks about)
* Evaluative adjectives and adverbs to add writer’s perspective (beautiful, amazing, unfortunately)
* Verbs: harm, protect, urbanization, revitalize
* Noun groups (ecotourism, lands, environment, government) and adjectives, embedded clauses (natural) to add description and/or introduce topic.
* Connectors to link claim/opinion with evidence and reasoning (because, as a result, when, if, although, but) or elaborate an idea (so, however)
* Connectors to sequence points in the argument (first, after, furthermore, as evidenced by)
* A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)
* Logically connect opinions to appropriate supporting evidence, facts, and details using questions words (how, when, why) and cause/effect phrases (If..then… When…, then… Because… )
* Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)
* That-clauses to link claim with evidence (This shows that the theme is)
* 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.)
 | ARGUE |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | How can experiencing nature change the way you think about it? |
| Vocabulary | debrisemphasisencounter | generationsindicatednaturalist | sheerspectacular |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Capturing the Natural World” Genre: Narrative Nonfiction  |
| Shared Read | “A Life in the Woods”Genre: Narrative Nonfiction Lexile: 770L |
| Anchor Text | *Camping with the President*  Genre: Narrative Nonfiction Lexile: 760L |
| Paired Reading | “A Walk with Teddy”Genre: Autobiography Lexile: 910L |
| Writing Process | Write to Sources: Argumentative WritingMinilesson: Make a Claim |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “A Trip to Remember”
* **Shared Read:** “A Life in the Woods”
* **Leveled Reader Main Selection:** Save This Space! (Lexile: 490L)
* **Leveled Reader Paired Selection:** “The Journey of Lewis and Clark”
* **Writing:** Topic Sentence
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | How do we get the things we need? |
| Vocabulary | affordloanprofit | prosperrisksavings | scarcewages |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Finding a Way”Genre: Realistic Fiction |
| Shared Read | “A Fresh Idea”Genre: Realistic Fiction Lexile: 760L |
| Anchor Text | *One Hen*Genre: Realistic Fiction Lexile: 810L |
| Paired Reading | “Reading Between the Dots”Genre: Personal Narrative Lexile: 910L |
| Writing Process | Write to Sources: Argumentative WritingPlan: Organize IdeasDraft: Relevant EvidenceRevise: Peer Conferences |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “We’re Ready!”
* **Shared Read:** “A Fresh Idea”
* **Leveled Reader Main Selection:** Parker’s Plan (Lexile: 500L)
* **Leveled Reader Paired Selection:** “Taking Care of Your Money”
* **Writing:** Text Evidence
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | What are the positive and negative effects of new technology? |
| Vocabulary | accessadvanceanalysis | citecounterpointdata | drawbacksreasoning |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Electronic Books: A New Way to Read”Genre: Argumentative Text |
| Shared Read | “Are Electronic Devices Good for Us?”Genre: Argumentative Text Lexile: 900L |
| Anchor Text | *The Future of Transportation*Genre: Argumentative Text Lexile: 870L |
| Paired Reading | “Getting from Here to There” Genre: Technical Text Lexile: 890L |
| Writing Process | Write to Sources: Argumentative WritingMinilesson: Strong Introduction |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “The Benefits of Working Remotely”
* **Shared Read:** “Are Electronic Devices Good for Us?”
* **Leveled Reader Main Selection:** What About Robots? (Lexile: 600L)
* **Leveled Reader Paired Selection:** “No Substitute”
* **Writing:** Concluding Statement
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Skill Building | * Provide a graphic organizer and model how to identify a claim and relevant 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 1 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 1 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 1 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: WaterResearch and Inquiry Projects (Teacher or Student Choice)* “Protecting Our Parks” (T26) Product: Promotional Map
* “Clothing, Food, and Shelter” (T108) Product: Compare/Contrast Chart
* “Riding Technology’s Rollercoaster” (T184) Product: Debate
 |

| **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 variant vowels and diphthongs
 | Context Clues | Accuracy and Rate |
| 2 | * Decode words using knowledge of plurals
 | Context Clues | Accuracy and Expression |
| 3 | * Decode words with inflectional endings
 | Personification | Expression and Phrasing |
| 4 | * Decode words using knowledge of contractions
 | Personification | Rate |
| 5 | * Decode words with closed syllables

  | Homographs | Accuracy 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*** Plot: Setting
* Theme
* Poetic Elements: Form and Line Breaks
* Poetic Elements: Repetition and Rhyme
* Text Structure: Problem and Solution
* Text Structure: Sequence
* Text Features: Headings and Timelines
* Comparative Reading

**Language*** Kinds of Nouns
* Plural Forms and Appositives
* Possessive Nouns
* Prepositional Phrases

**Writing*** Expository Writing Prompt

**Speaking and Listening*** Report on a topic or text or present an opinion
* Sequence ideas
* Speak clearly
* Understandable pace
 | By the end of the unit students will be able to: Inform/explain a topic using multiple sources and relevant details. Explanations can include captions, pictures, headings or problem/solution text structure that contribute to the reader’s understanding of the topic.**Language Functions and Features*** Descriptive titles and generalized nouns to introduce topic and/or entity (inventors, automatic)
* Opening statements to report on a topic or text or present an opinion (describing, comparing/contrasting, classifying, defining)
* Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha)
* Verbs to indicate generalizable nature of information (supported, making, afford, dropped)
* Declarative statements to provide objective, factual information (As a result, clearly, details like)
* Technical word choices to add precise and descriptive information without evaluative language (NEED EXAMPLES)
* Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
* Comparing/contrasting connectors to differentiate between entities or components (unlike/ like, fewer/more than, however, likewise)
 | INFORMEXPLAIN |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | What do good problem solvers do? |
| Vocabulary | committeesconventiondebate | proposalrepresentativesresolve | situation, union |
| **Essentials** | **Title** |
| Interactive Read Aloud | “The Haudenosaunee Confederacy”Genre: Expository |
| Shared Read | “Creating a Nation”Genre: Expository Text Lexile: 690L |
| Anchor Text | *Who Wrote the U.S. Constitution?*Genre: Expository Text Lexile: 760L |
| Paired Reading | “Wordsmiths”Genre: Expository Text Lexile: 970L |
| Writing | Write to Sources: Expository WritingMinilesson: Central Idea |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “The Great Seal Debate”
* **Shared Read:** “Creating a Nation”
* **Leveled Reader Main Selection:** The Bill of Rights (Lexile 6001)
* **Leveled Reader Paired Selection:** “Having Your Say”
* **Writing:** Writing Complete Sentences
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | When has a plan helped you accomplish a task? |
| Vocabulary | assuringdetectedemerging | gratitudeguidanceoutcome | previouspursuit |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Lost Lake and the Golden Cup”Genre: Folktale |
| Shared Read | “The Magical Lost Brocade”Genre: Folktale Lexile: 740L |
| Anchor Text | *Blancaflor*Genre: Folktale Lexile: 870L |
| Paired Reading | “From Tale to Table”Genre: Expository Text Lexile: 990L |
| Writing | Write to Sources: Expository WritingPlan: Organize IdeasDraft: ElaborationRevise: Peer Conferences |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “How the Spider Crossed the Stream”
* **Shared Read:** “The Magical Lost Brocade”
* **Leveled Reader Main Selection:** The Lion’s Whiskers (Lexile: 5901)
* **Leveled Reader Paired Selection:** “From Fiber to Fashion”
* **Writing:** Basic Conventions
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | What motivates you to accomplish a goal? |
| Vocabulary | ambitiousmemorized | satisfaction | shuddered |
| **Essentials** | **Title** |
| Interactive Read Aloud | “How to Make a Friend”Genre: Narrative Poetry  |
| Shared Read | “A Simple Plan,” “Rescue”Genre: Narrative and Free Verse Poetry Lexile: NP |
| Anchor Text | “Stage Fright,” “Catching Quiet”Genre: Narrative and Free Verse Poetry Lexile: NP |
| Paired Reading | “Foul Shot” Genre: Free Verse Poetry Lexile: NP |
| Writing | Write to Sources: Expository WritingMini Lesson: Academic Language |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Taking the Top Prize”
* **Shared Read:** “A Simple Plan”, “Rescue”
* **Leveled Reader Main Selection:** Clearing the Jungle (Lexile: 501)
* **Leveled Reader Paired Selection:** “Just for Once”
* **Writing:** Subject-Verb Agreement
 |

| **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.
 |
| Extension | Wonders Connect to Content: Science. Reading/Writing Companion p. 224-229. Research and Inquiry Projects (Teacher or Student Choice)* “Meet Me in the Middle” (T26) Product: Multimedia Slideshow
* “Stand by Your Plan” (T108) Product: Illustrated Food Web
* “Reaching a Goal” (T108) Product: Comic Strip
 |

| **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 open syllables
 | Context Clues: Cause and Effect | Intonation |
| 2 | * Decode words with open syllables (V/V)
 | Context Clues: Cause and Effect | Expression and Phrasing |
| 3 | * Decode words with vowel team syllables
 | Latin Roots | Accuracy and Rate |
| 4 | * Decode words with consonant +le syllables
 | Latin Roots | Rate |
| 5 | * Decode words with r-controlled vowel syllables
 | Sentence Clues | Accuracy and Rate |

| **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: Characterization
* Theme
* Central Idea and Relevant Details
* Text Structure: Problem and Solution
* Text Structure:Compare and Contrast
* Author’s Claim
* Literal and Figurative Language
* Comparative Reading

**Language*** Action Verbs
* Verb Tenses
* Main and Helping 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 using precise language, supported with logical reasons and relevant evidence from sources. **Language Functions and Features:** * Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (benefits abroad, permission, paperwork, permission, advantages, immersion)
* Expanded noun and verb groups to add detail: claim, study,
* Evaluative adjectives and adverbs to add writer’s perspective (beautiful, amazing, unfortunately, significant)
* 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, according to)
* Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)
 | ARGUE |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | What can learning about different cultures teach us? |
| Vocabulary | appreciationblurtedcomplementing | congratulatecontradictedcritical | culturalmisunderstanding |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Foods for Thought”Genre: Realistic Fiction |
| Shared Read | “A Reluctant Traveler”Genre: Realistic Fiction Lexile: 770L  |
| Anchor Text | *They Don’t Mean It!*Genre: Realistic Fiction Lexile: 870L |
| Paired Reading | “Where Did That Come From?”Genre: Expository Text Lexile: 940L  |
| Writing | Write to Sources: Argumentative WritingMinilesson: Precise Language |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Culture in a Bowl”
* **Shared Read:** “A Reluctant Traveler”
* **Leveled Reader Main Selection:** All the Way from Europe (Lexile: 600L)
* **Leveled Reader Paired Selection:** “A Sporting Gift”
* **Writing:**  Conjunctions
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | What benefits come from people working as a group? |
| Vocabulary | artificialcollaboratededicated | flexiblefunctionmimic | obstacletechniques |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Teamwork in Space”Genre: Expository Text |
| Shared Read | “Gulf Spill Superheroes”Genre: Expository Text Lexile: 860L |
| Anchor Text | *Winter’s Tail*Genre: Expository Text Lexile: 940L |
| Paired Reading | “Helping Hands”Genre: Expository Text Lexile: 1040L |
| Writing | Write to Sources: Argumentative WritingPlan: Organize IdeasDraft: Logical OrderRevise: Peer Conferences |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “How a Documentary Is Made”
* **Shared Read:** “Gulf Spill Superheroes”
* **Leveled Reader Main Selection:** The Power of a Team (Lexile: 670L)
* **Leveled Reader Paired Selection:** “Hands on the Wheel”
* **Writing:**  Transitions
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | How do we explain what happened in the past? |
| Vocabulary | archaeologisterafragments | historianintactpreserved | reconstructremnants |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Stonehenge: Puzzle from the Past”Genre: Argumentative Text |
| Shared Read | “What Was the Purpose of the Inca’s Knotted Strings?”Genre: Argumentative Text Lexile: 920L |
| Anchor Text | *Machu Picchu: Ancient City*Genre: Argumentative Text Lexile: 990L |
| Paired Reading | “Dig This Technology!”Genre: Expository Text Lexile: 970L |
| Writing | Write to Sources: Argumentative WritingMinilesson: Strong Conclusion |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Rediscovering Persia”
* **Shared Read:** “What Was the Purpose of the Inca’s Knotted Strings?”
* **Leveled Reader Main Selection:** The Ancestral Puebloans (Lexile: 760L)
* **Leveled Reader Paired Selection:** “The Ancestral Puebloans Were Astronomers”
* **Writing:**  Combining Sentences
 |

| **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 3 highlighting the language and structure a student will need in order to be able to reproduce their own argumentative essay.
* Provide the Glossary & My Writing Outline in the Writer’s Notebook >Teacher Resources>Unit 3 to scaffold the argumentative 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 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: Social Studies. Reading/Writing Companion p. 110-115. Research and Inquiry Projects (Teacher or Student Choice)* “A Special Day” (T26) Product: Pamphlet
* “Two Heads Are Better Than One” (T102) Product: Television Segment
* “Remnants of the Past” (T182) Product: Multimedia Presentation
 |

| **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 final schwa sounds
 | Prefixes and Suffixes | Expression |
| 2 | * Use knowledge of prefixes to decode words
 | Prefixes and Suffixes | Accuracy and Rate |
| 3 | * Use knowledge of homographs to decode words
 | Adages and Proverbs | Phrasing |
| 4 | * Decode words with /cher/ and /zher/
 | Adages and Proverbs | Accuracy and Expression |
| 5 | * Use knowledge of suffixes -ance and -ence to decode words
 | Simile and Metaphor | 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*** Story Elements: Play
* Theme
* Character Perspective
* Poetic Elements: Stanza and Meter
* Text Structure: Chronology
* Text Features: Photographs and Captions
* Poetic Elements: Simile and Metaphor
* Comparative Reading

**Language*** Pronouns and Antecedents
* Kinds of Pronouns
* Quotation Marks

**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: Explain about a topic using relevant evidence and sources. **Language Functions and Features:*** **Descriptive titles and generalized nouns to introduce topic and/or entity: civil rights, activist(s), women, government, rallies**
* **Expanded noun groups and adjectives to add details to the concept or entity (spherical ball of rocks or gas), and to classify or qualify information (environmental threats, greenhouse gasses)**
* **Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (spoke, rallied, demanded, integrate)**
* **Comparing/contrasting connectors to differentiate between entities or components: despite the obstacles, another woman, throughout history**
* 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 | What can people do to bring about a positive change? |
| Vocabulary | anticipationdefyentitled | neutraloutspokenreserved | soughtunequal |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Fighting for Change”Genre: Biography |
| Shared Read | “Frederick Douglass: Freedom’s Voice”Genre: Biography Lexile: 830L |
| Anchor Text | *Rosa*Genre: Biography Lexile: 860L |
| Paired Reading | “Our Voices, Our Votes”Genre: Expository Text Lexile: 920L |
| Writing | Write to Sources: Expository WritingMinilesson: Relevant Evidence and Sources |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Breaking Barriers”
* **Shared Read:** “Frederick Douglass: Freedom’s Voice”
* **Leveled Reader Main Selection:** Jane Addams: A Woman of Action (Lexile: 6301)
* **Leveled Reader Paired Selection:** “Gus Garcia Takes on Texas”
* **Writing:** Vary Sentence Types and Lengths
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | What can you discover when you give things a second look? |
| Vocabulary | astoundedconcealedinquisitive | interpretperplexedprecise | reconsidersuspicious |
| **Essentials** | **Title** |
| Interactive Read Aloud | “The Mystery Riddle:Genre: Drama (Mystery Play) |
| Shared Read | “Where’s Brownie?”Genre: Drama (Mystery Play) Lexile: NP |
| Anchor Text | *A Window Into History: The Mystery of the Cellar Window*Genre: Drama (Mystery Play) Lexile: NP |
| Paired Reading | “A Boy, a Horse, and a Fiddle”Genre: Legend Lexile: 950L |
| Writing | Write to Sources: Expository WritingPlan: Organize IdeasDraft: Strong IntroductionRevise: Peer Conferences |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Hard to Bee-Leave”
* **Shared Read:** “Where’s Brownie?”
* **Leveled Reader Main Selection:** The Mysterious Teacher (Lexile: NP)
* **Leveled Reader Paired Selection:** “The Case of the Missing Nectarine”
* **Writing:** Using Pronouns
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | How do you express something that is important to you? |
| Vocabulary | barrenexpression | meaningful | plumes |
| **Essentials** | **Title** |
| Interactive Read Aloud | “I’m a SwimmerGenre: Free Verse Poetry  |
| Shared Read | “How Do I Hold the Summer?,” “Catching a Fly,” “When I Dance”Genre: Lyric and Free Verse Poetry Lexile: NP |
| Anchor Text | “Words Free as Confetti,” “Dreams”Genre: Free Verse and Lyric Poetry Lexile: NP |
| Paired Reading | “A Story of How a Wall Stands”Genre: Free Verse Poetry Lexile: NP |
| Writing | Write to Sources: Expository WritingMinilesson: Logical Text Structure |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “The Missing Journal”
* **Shared Read:** “How Do I Hold the Summer?”, “Catching a Fly”, “When I Dance”
* **Leveled Reader Main Selection:** Tell Me the Old, Old Stories (Lexile: 5901)
* **Leveled Reader Paired Selection:** “Family Ties”
* **Writing:** Verb Tenses
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Multilingual Learners | * 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.
 |
| Advanced Learners | Wonders Connect to Content: Science. Reading/Writing Companion p. 230-234. Research and Inquiry Projects (Teacher or Student Choice)* “Liberty and Justice for All” (T26) Product: Plaque
* “A Second Glance” (T108) Product: Formal Letter
* “Expressions of Freedom” (T184) Product: Timeline
 |

| **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 | * Use knowledge of suffixes to decode words
 | Greek Roots | Expression |
| 2 | * Use knowledge of homophones to decode words
 | Greek Roots | Accuracy and Phrasing |
| 3 | * Use knowledge of prefixes to decode words
 | Idioms | Rate |
| 4 | * Use knowledge of suffixes -less and -ness to decode words
 | Idioms | Accuracy |
| 5 | * Use knowledge of suffixes -ion to decode words
 | Root Words | 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*** Plot: Characterization
* Plot: Conflict
* Text Structure: Compare and Contrast
* Text Features: Diagrams, Charts, Headings
* Central Idea and Relevant Details
* Author’s Perspective
* Figurative Language: Imagery
* Comparative Reading

**Language*** Clauses
* Complex Sentences
* Adjectives That Compare
* 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:** Explain about a topic, which has been researched, using relevant evidence and sources, comparing and contrasting how authors present information on the same topic.  **Language Functions and Features:*** **Descriptive titles and generalized nouns to introduce topic and/or entity (purpose, internet, resources)**
* **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.)**
* Comparing/contrasting connectors to differentiate between entities or components (first, second(ly), lastly, in fact, not only, also, for example, however, according to, let me explain, some information)
* Reporting devices to integrate sourced information into saying verbs (said, reported, claims), direct and indirect quotes
* 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 | How can scientific knowledge change over time? |
| Vocabulary | approximatelyastronomicalcalculation | criteriadiameterevaluate |  | orbitspheres |
| **Essentials** | **Title** |
| Interactive Read Aloud | “The Sun: Our Star”Genre: Expository Text |
| Shared Read | “Changing Views of Earth”Genre: Expository Text Lexile: 910L |
| Anchor Text | *When Is a Planet Not a Planet?*Genre: Expository Text Lexile: 980L |
| Paired Reading | “The Crow and the Pitcher”Genre: Fable Lexile: 640L |
| Writing | Research ReportPlan: Relevant EvidenceDraft: Elaboration |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Up, Up, and Away”
* **Shared Read:** “Changing Views of Earth”
* **Leveled Reader Main Selection:** Mars (Lexile: 680L)
* **Leveled Reader Paired Selection:** “Zach the Martian”
* **Writing:** Logical Order
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | How do shared experiences help people adapt to change? |
| Vocabulary | assumeguaranteenominate | obviouslyrelysupportive |  | sympathyweakling |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Starting Over”Genre: Historical Fiction |
| Shared Read | “The Day the Rollets Got Their Moxie Back”Genre: Historical Fiction Lexile: 900L |
| Anchor Text | *Bud, Not Buddy*Genre: Historical Fiction Lexile: 950L |
| Paired Reading | “Musical Impressions of the Great Depression:Genre: Expository Text Lexile: 990L |
| Writing | Research ReportRevise: Sentence StructurePeer ConferencingEdit and ProofreadPublish, Present, and Evaluate |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “The War Effort”
* **Shared Read:** “The Day the Rollets Got Their Moxie Back”
* **Leveled Reader Main Selection:** The Picture Palace (Lexile: 640L)
* **Leveled Reader Paired Selection:** “The Golden Age of Hollywood”
* **Writing:** Descriptive Language
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | How do natural events and human activities affect the environment? |
| Vocabulary | agriculturaldeclineddisorder | identifyprobablethrive |  | unexpectedwidespread |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Dams: Harnessing the Power of Water”Genre: Argumentative Text |
| Shared Read | “Should Plants and Animals from Other Places Live Here?”Genre: Argumentative Text Lexile: 930L |
| Anchor Text | *The Case of the Missing Bees*Genre: Argumentative Text Lexile: 950L |
| Paired Reading | “Busy, Beneficial Bees”Genre: Expository Text Lexile: 980L |
| Writing | Personal NarrativePlan: SequenceDraft: Description |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Say ‘No’ to Drilling”
* **Shared Read:** “Should Plants and Animals from Other Places Live Here?”
* **Leveled Reader Main Selection:** The Great Plains (Lexile: 680L)
* **Leveled Reader Paired Selection:** “Save the Great Plains Wolves”
* **Writing:** Supporting Details
 |

| **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: Investigate Solar Energy. Wonders Connect to Content: Science. Reading/Writing Companion p. 102-107. Research and Inquiry Projects (Teacher or Student Choice)* “A Better World With Satellites” (T26) Product: Podcast
* “Shared Experiences” (T108) Product: Collage
* “Leaving a Trace” (T184) Product: Mock Blog Report
 |

| **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 | * Use knowledge of Greek and Latin roots to decode words
 | Homophones | Expression and Phrasing |
| 2 | * Use knowledge of Greek and Latin roots to decode words
 | Homophones | Intonation |
| 3 | * Use knowledge of mythology to decode words
 | Paragraph Clues | Accuracy and Rate |
| 4 | * Use knowledge of the number prefixes uni-, bi-, tri-, cent- to decode words
 | Paragraph Clues | Expression and Phrasing |
| 5 | * Use knowledge of suffixes -ible, and -able to decode words
 | Personification | Expression 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: Flashback
* Theme
* Character Perspective
* Point of View and Perspective
* Text Structure: Cause and Effect
* Text Features: Print and Graphic Features; Maps
* Poetic Elements: Imagery
* Comparative Reading

**Language*** Adverbs That Compare
* Negatives
* Sentence Combining
* Prepositional Phrases
* Verbals

**Writing*** Narrative Writing Prompt: Historical Fiction

**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 a fictional account with a logical sequence of events and demonstrating an effective use of character and plot development.**  **Language Functions and Features*** Expanded noun groups to state who or what the narrative is about: (about the narration)
* Verbs to describe character behaviors, thoughts, feelings, and speech: Challenging, felt, learned, wondered, believed
* Pronouns to reference characters and ideas across the text: I, me, my
* Connectors to sequence time (first, next, then, last) and events (which only, later, while, when)
* Literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling), onomatopoeia (ZAP!)
* Statements to provide closure, evaluate experience, or summarize narrative (finally, it was over, the experience was enlightening, there are some things that can’t be seen but only felt.)
 | NARRATE |

| **Instructional Materials: Wonders Text Set 1** |
| --- |
| Essential Question | How do different groups contribute to a cause? |
| Vocabulary | bulletincontributionsdiversity | enlistedinterceptoperations | recruitssurvival |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Hope for the Troops”Genre: Historical Fiction |
| Shared Read | “Shipped Out”Genre: Historical Fiction Lexlie: 810L |
| Anchor Text | *The Unbreakable Code*Genre: Historical Fiction Lexile: 640L |
| Paired Reading | “Allies in Action:Genre: Expository Text Lexile: 870L |
| Writing | Historical FictionPlan: CharactersDraft: Develop Plot |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Votes for Women”
* **Shared Read:** “Shipped Out”
* **Leveled Reader Main Selection:** Mrs. Gleeson’s Records (Lexile: 6001)
* **Leveled Reader Paired Selection:** “Scrap Drives and Ration Books”
* **Writing:** Complex Sentences
 |

| **Instructional Materials: Wonders Text Set 2** |
| --- |
| Essential Question | How are living things adapted to their environment? |
| Vocabulary | adaptationagilecache | dormantforagefrigid | hibernateinsulates |
| **Essentials** | **Title** |
| Interactive Read Aloud | “Bacteria: They’re Everywhere”Genre: Expository Text |
| Shared Read | “Mysterious Oceans”Genre: Expository Text Lexile: 980L |
| Anchor Text | *Survival at 40 Below*Genre: Expository Text Lexile: 990L |
| Paired Reading | “Why the Evergreen Trees Never Lose Their Leaves”Genre: Pourquoi Story Lexile: 850L |
| Writing | Historical FictionRevise: Dialogue and PacingPeer ConferencesEdit and ProofreadPublish, Present, and Evaluate |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “Fennec Foxes”
* **Shared Read:** “Mysterious Oceans”
* **Leveled Reader Main Selection:** Cave Creatures (Lexile: 7101)
* **Leveled Reader Paired Selection:** “Why Bat Flies at Night”
* **Writing:** Paraphrasing
 |

| **Instructional Materials: Wonders Text Set 3** |
| --- |
| Essential Question | What can our connections to the world teach us? |
| Vocabulary | blaresconnection | errand | exchange |
| **Essentials** | **Title** |
| Interactive Read Aloud | “The Beat”Genre: Lyric Poetry |
| Shared Read | “To Traveil,” “Wild Blossoms”Genre: Lyric and Narrative Poetry Lexile: NP |
| Anchor Text | “You Are My Music (Tú eres mi músical),” “You and I”Genre: Lyric and Narrative Poetry Lexile: NP |
| Paired Reading | “A Time to Talk”Genre: Lyric Poetry Lexile: NP |
| Writing | Narrative PoemPlan: Characters, Setting, and PlotDraft: Figurative Language |
| **Special Education Connection: Wonderworks** |
| * **Interactive Read Aloud**: “The Culture Exchange”
* **Shared Read:** “To Travel!”, “Wild Blossoms”
* **Leveled Reader Main Selection:** Your World, My World (Lexile: 6801)
* **Leveled Reader Paired Selection:** “Do I Know You?”
* **Writing:** Homophones
 |

| **SCAFFOLDING IN ACTION** |
| --- |
| Multilingual Learners | * Provide a graphic organizer (may be found in the Reading/Writing Companion) and model how to create details about characters, setting, plot, conflict and resolution.
* 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.
 |
| Advanced Learners | Digital Tool: Inquiry Space Performance Task: Write About: Lewis & ClarkWonders Connect to Content: Social Studies. Reading/Writing Companion p. 208-213. Research and Inquiry Projects (Teacher or Student Choice)* “Outstanding Contributions” (T26) Product: Cause/Effect Chart
* “Blending In” (T108) Product: Slideshow
* “Be Nice” (T184) Product: Email
 |