| **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 | | debris  emphasis  encounter | generations  indicated  naturalist | sheer  spectacular |
| **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 Writing  Minilesson: 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 | | afford  loan  profit | prosper  risk  savings | scarce  wages |
| **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 Writing  Plan: Organize Ideas  Draft: Relevant Evidence  Revise: 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 | | access  advance  analysis | cite  counterpoint  data | drawbacks  reasoning |
| **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 Writing  Minilesson: 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: Water  Research 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) | INFORM  EXPLAIN |

| **Instructional Materials: Wonders Text Set 1** | | | | |
| --- | --- | --- | --- | --- |
| Essential Question | | What do good problem solvers do? | | |
| Vocabulary | | committees  convention  debate | proposal  representatives  resolve | 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 Writing  Minilesson: 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 | | assuring  detected  emerging | gratitude  guidance  outcome | previous  pursuit |
| **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 Writing  Plan: Organize Ideas  Draft: Elaboration  Revise: 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 | | ambitious  memorized | 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 Writing  Mini 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 | | appreciation  blurted  complementing | congratulate  contradicted  critical | cultural  misunderstanding |
| **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 Writing  Minilesson: 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 | | artificial  collaborate  dedicated | flexible  function  mimic | obstacle  techniques |
| **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 Writing  Plan: Organize Ideas  Draft: Logical Order  Revise: 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 | | archaeologist  era  fragments | historian  intact  preserved | reconstruct  remnants |
| **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 Writing  Minilesson: 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 | | anticipation  defy  entitled | neutral  outspoken  reserved | sought  unequal |
| **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 Writing  Minilesson: 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 | | astounded  concealed  inquisitive | interpret  perplexed  precise | reconsider  suspicious |
| **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 Writing  Plan: Organize Ideas  Draft: Strong Introduction  Revise: 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 | | barren  expression | meaningful | plumes |
| **Essentials** | | **Title** | | |
| Interactive Read Aloud | | “I’m a Swimmer  Genre: 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 Writing  Minilesson: 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 | | approximately  astronomical  calculation | criteria  diameter  evaluate |  | orbit  spheres |
| **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 Report  Plan: Relevant Evidence  Draft: 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 | | assume  guarantee  nominate | obviously  rely  supportive |  | sympathy  weakling |
| **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 Report  Revise: Sentence Structure  Peer Conferencing  Edit and Proofread  Publish, 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 | | agricultural  declined  disorder | identify  probable  thrive |  | unexpected  widespread |
| **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 Narrative  Plan: Sequence  Draft: 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 | | bulletin  contributions  diversity | enlisted  intercept  operations | recruits  survival |
| **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 Fiction  Plan: Characters  Draft: 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 | | adaptation  agile  cache | dormant  forage  frigid | hibernate  insulates |
| **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 Fiction  Revise: Dialogue and Pacing  Peer Conferences  Edit and Proofread  Publish, 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 | | blares  connection | 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 Poem  Plan: Characters, Setting, and Plot  Draft: 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 & Clark  Wonders 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 | | |